

UC SOUTHERN REGIONAL LIBRARY FACILITY



B

00002232

7

Ex Libris

C. K. OGDEN

LI

Anti -
0.1.1.1

THE
ANTI-SPELLING BOOK;
A NEW SYSTEM
OF
TEACHING CHILDREN TO READ
WITHOUT SPELLING.

WITH
AN INTRODUCTION
ADDRESSED TO PARENTS AND TEACHERS.

LONDON:
BULL AND CHURTON, 26, HOLLES-STREET.

1833.

LONDON:
PRINTED BY SAMUEL BENTLEY,
Dorset Street, Fleet Street.

NOTICE.

AS there is always a little difficulty in accustoming the ear to the substitution of one sound for another, some of the readers of the **ANTI-SPELLING BOOK** may possibly misconceive, at first, the sounds assigned to the letters in the alphabet for teachers, page 25. The Author is induced to state this, because the very circumstance occurred to one of the numerous friends to whom he submitted his manuscript before publication; though, the moment this friend had heard the sound of the first consonant, he pronounced every other letter correctly. What has happened once, may happen again. Besides, a new system resembles a new piece of machinery: the motion of the wheels is at first stiff; but when the surfaces of the

cogs are worn down by use, the whole runs smoothly and effectively. Any person, therefore, entertaining the least doubt as to the sounds designated by the Author, may, on application at the Publishers', hear the several letters pronounced, and receive such further explanation, should any be required, as will in a very few minutes remove every misconception.

A D D R E S S

TO MOTHERS AND GOVERNESSES.

LADIES,

1. The early tuition of children being intrusted chiefly to your care, I beg to submit **THE ANTI-SPELLING BOOK** to your particular attention. Its object is to put an end to that method of teaching children to read, which has hitherto prevailed, and to substitute for it a totally opposite system, founded on common sense.

The system which I propose to you is so plain and simple, that its superiority over the old one cannot fail immediately to strike everybody. But let me first call your attention to a few facts.

2. When you begin to teach a child to read, you make him spell every word, that is to say, name every letter in each word. But why? "We do it," you say, "because a child would never learn anything if not taught in that way."

You think, then, that if a child meets with the

words *hat*, *cat*, *but*, *urns*, *lad*, he is sure to discover the real sound of each, provided he previously says *aitch a tee*, *see a tee*, *bee u tee*, *u ar en ess*, *ell a dee*. You think that the simple syllable or sound *hat*, is the faithful echo of the three syllables *aitch a tee*; that *see a tee* conveys to your ear the sound *cat*; that *bee u tee*, *ell a dee*, very naturally mean *but*, *lad*; and that *you are en ess* is but a shorter and plainer way of saying *urns*.

Very well. But, if I grant you that a child could not say or remember the sounds *hat*, *cat*, *but*, *lad*, *urns*, had he not previously uttered the sounds *aitchatee*, *seatee*, *beeutee*, *elladee*, *youar-ness*, I must blame you very much for your negligence and inconsistency towards your children, when they first begin to talk. How culpable must you be in speaking to, or conversing with them, without spelling! If a child seven years old cannot say or remember *get*, though he sees the word with his own eyes, unless he has previously said *jee e tee*, how can you expect that a child two years old, not having the word before its eyes, will be able to say or remember it?

I hope, Ladies, you will, in future, discharge your duty more carefully; that you will never speak, nor allow a child to speak, without previously spelling every word; and that you will converse in the following manner:—

THE MOTHER: —*em wy* my, *dee e a ar* dear,

see aitch i ell dee child, dee o do, en o tee not, double u double ee pee weep.

THE CHILD:—*tee aitch ee the, en a you jee aitch naugh, tee wy ty, naughty, see a tee cat, aitch a ess has (haz), ess see ar a tee see aitch ee dee scratched, em wy my, en o ess ee nose (noze).*

3. Now, Ladies, how do you like this expeditious method of teaching children to speak? It is the very same you follow in teaching them to read.

Were I to tell you that there is a mother who, anxious to see more harmony in the venerable institutions left us by our wise forefathers, makes use of your spelling system to teach her child to speak, would you believe me? No, indeed. You would tell me, that nature never produced such a sample of folly; and that the most stupid of mothers would be sensible that by training, in this way, a child eighteen months or two years old, she would soon stultify and make him almost an idiot.

4. It is certainly a justice we owe to teachers to say, that they are a little more rational than the mother alluded to. She, by beginning so early to torture the brains of her child, destroys its mind; but teachers delay carrying on the same operation until the child is strong enough to bear it. Besides, as soon as the little scholar has done spelling with you, he is allowed to return to nature; he therefore soon forgets your unknown tongue, and recovers the right use of his

senses, which you had perverted. Thus, if you were to bind a young and weak shrub, and keep its head down for a length of time, you would surely pervert its nature and render it a crooked, creeping thing. Such, however, would not be the case with a fine and vigorous shrub, provided you bound and kept its head down only for a short time; because the moment you set it free, it would, by resuming the natural direction of its growth, recover its strength and beauty.

5. It may be said by the most sapient among the teachers of youth: "Children succeed in learning to read with the spelling system;—a proof that it works well."

But I positively deny that they succeed by means of the spelling system. I say, on the contrary, that they succeed in spite of that system. If you met a man with his feet chained, and he told you that he had walked five miles with his fetters on, you would, according to your own line of argument, immediately conclude that his having walked five miles was entirely owing to his being chained, and exclaim, "The system of shackling a man's feet works as well as the spelling system, therefore let us load the legs of our children with fetters, or put them into the boots and great-coats of their great-grandfathers, and they will surely run the faster." But, take the fetters from this man, and without them he will walk twenty

miles in the same space of time that he took to walk five with them. For the same reason, do not imprison the legs of your children in the boots of their great-grandfathers.

Now I as positively deny the necessity of a child's naming every letter in each word in order to read it properly, as I deny the necessity of his giving the description of an animal as the only means of telling its name.

6. Suppose you saw a father pointing out a *cat* to his son, and making the child repeat after him—

“A little, nimble, domestic animal, half a foot high, with four legs, two ears, a fine tail, when not cut off, mustachios longer than those of any royal duke; killing, when not too well fed, rats and mice; quarrelling with dogs, as Whigs do with Tories; sometimes playful and innocent as a country girl; at others, grave as a parson and consequential as a stock-exchange politician; always candid as a lawyer; and honest and upright as a member of a select vestry—*cat*.”

You would approach such a man, and say to him: “My good sir, leave off your prosing; it tends only to confuse your child. Pronounce at once the word *cat*: for his ear having been successively struck with the sounds *Tory*, *Whig*, *parson*, *lawyer*, *stock-exchange politician*, and *member of a select vestry*, it would not be extraordinary, if, on your again asking him the name of the little animal, he were to answer, a Whig,

a lawyer, or any other term you might have uttered ;—a blunder he would certainly not have committed, had he heard only the word *cat*.

7. “The spelling system,” a Blue-stocking will say, “may be liable to many objections, but we cannot do without it. Were my boy and girl not compelled to spell every word before they pronounced it, how would they learn orthography? How could they correctly write even a single sentence?” Very true! Madam. I admire your foresight vastly; I had forgotten that your boy and girl were to write sentences at five or six years of age, and even before they could possibly *know* how to form pothooks or hangers. But, how is it, Madam, that you, who are so wise, have not thought of first teaching your children geometry?—because their power of drawing geometrical lines well, would no doubt assist them in writing pothooks and hangers.

8. I appeal to your good sense, to your kindly feelings, and ask you, whether it is right to torture a child five or six years old, by making him learn to spell words which he will be unable to write until he is seven or eight? Are you sure that he will ever reach that age?—and if he do not, what remorse would you not feel at having embittered, to no purpose, the short days of a sweet and innocent being?

The proper time for a child to learn spelling is, when he is learning to write. These two things ought not to be separated.

Do you know, Ladies, the sad consequences of that foolish practice of never doing a thing at the proper time, and of doing it in spite of common sense? Children toil very hard, are made very miserable, and learn scarcely anything; and the right use of their senses is so much perverted by education, that they often continue through life victims to the grossest delusions.

Let us not wonder that children, trained in a system of folly and falsehood, afterwards form so deplorable a race of men. Let us not wonder that so many of them believe they will be better lodged, fed, and clothed, provided they succeed in burning the houses, the corn, and the goods of their neighbours; that some speak an unknown tongue, in order to be more clearly understood; and that others cannot feel comfortable in their carriages, unless they bespatter the ragged, starving wretches who drag their weary limbs along the pavement.

9. Had you a complete alphabet, and were you to name each letter by the sound it has in words, I should have no objection to your making children spell; as the naming of letters would necessarily lead to the right pronunciation of words. But such cannot be the case in the English language, because, not only is the alphabet very defective, but nicknames are given to almost all the letters.

10. You have been taught that the English alphabet contains twenty-six letters; that five

of them, *a, e, i, o, u*, are vowels, and the remaining twenty-one, consonants; that of these twenty-one, *w* and *y* are *consonants* when they begin a word, and *vowels* when they end it, as Jacques, in the play of Molière, is a steward in the morning, and a cook in the evening; or, to speak more classically, as the lady, who was a goddess in heaven, was a she-devil in the other place. But are *w* and *y* really consonants when they begin a word? I humbly contend that the double capacity attributed to these letters, is one of those fallacies which are handed down from generation to generation, and taken for granted without due examination. With submission therefore to wiser heads than mine, I cannot but consider *w* and *y* vowels in every case. *W*, at the beginning of a word, has the sound of *oo* in *too*; and *y*, in the same situation, that of *i* in *pin*. Both, I grant, are silent in some words:—but does it hence follow that they are consonants? If so, the same rule will apply to every other silent vowel; though I very much doubt that you would venture, for instance, to term the *a* in *tea* a consonant.

Let us now examine whether the twenty-six letters are sufficient for the English language.

11. A letter is a figure representing a sound. If the sound be pure and self-existent, the letter is called a *vowel*; but if the sound be obtained only with the help of the *e* mute, or any other vowel, the letter is called a *consonant*. Such being the case, the language which has a

greater variety of sounds, has, or ought to have, a greater number of letters or signs.

12. Now, if you were asked how many different sounds you have in English, you would perhaps answer twenty-six, as a consequence of your twenty-six letters. But your reply would be wrong, since your alphabet gives but twenty-three different sounds. "How is that?" you naturally say. The explanation is easy. You have three useless letters—*k*, *q*, *y* :—*k* and *q* having the same sound as *c*, and *y* the same as *i*.

But is it really true that you have only twenty-three different sounds? You have at least thirty-five, and even thirty-eight, as you will perceive by-and-by. Therefore you ought to have thirty-five or thirty-eight different figures or letters. So much for the wisdom of our forefathers.

13. Of these thirty-five or thirty-eight sounds, twenty are represented by consonants, which are, *b*, *c*, *d*, *f*, *g*, *h*, *j*, *l*, *m*, *n*, *p*, *r*, *s*, *t*, *v*, *z*, *ch*, *sh*, *th*¹, *th*². But, as you have only sixteen original signs, you are obliged to join two figures together, to divest them of their primitive or genuine sound, in order that they may assume a new and different one,—which new sound would be indeed better represented by a single figure or letter; for it is not necessary for me to tell you, that the sounds *the*, *she*, are as simple as the sounds *be*, *me*, and that the *ch* in *chat* is as simple as the *c* in *cat*.

14. Nevertheless, though you divest each of

these two combined letters, of its original sound or name, in order to consider them as a single one producing a new and different sound, you are, in consequence of your ill-judged method of spelling, so inconsistent as to compel a child to call these two very letters by names or sounds which no longer belong to them. So much for the wisdom of your own teachers, and of such of their pupils as imitate them.

15. Again, in the word *pleasure*, the *s* has a sound which is not represented by any English letter, for it assumes that of the French *j*; thus, the last syllable of *pleasure* has the same sound as the last syllable of the French word *ma-jeur*. So much again for your wisdom in making a child utter the sound *ess* to obtain the French sound *je*.

16. If it were admitted that the sound of *a* in *ape* is pretty nearly the same as that of *e* in *bed*, the sound of *e* in *me* as that of *i* in *give*, the sound of *o* in *move* as that of *u* in *bull*, you would have fifteen sounds represented by vowels; but if it be pretended that those sounds, which I have supposed alike, are not so, you have then eighteen sounds given by seven signs, viz.

Four .. by .. a	Three .. by .. u
Three .. by .. e	One .. by .. w
Two .. by .. i	One .. by .. ou
Four .. by .. o	

17. There is but little harm in representing a sound by two consonants, provided you do not

make a child, in spelling, call each of them by its old nickname, and you take care to tell him that these two consonants or figures are, in such case, to be considered but a single one; having been employed by our ingenious ancestors and their worthy posterity, only because they had not been able to invent a single figure which could answer the same purpose.

But there is great evil in having only five vowels or signs to represent sixteen sounds—in having, for instance, a single *a* to represent four different *a*'s or sounds. Such poverty of signs is a great defect, for which the useless letters *k*, *q*, *y*, make but poor amends.

To supply such deficiency, I have been obliged to distinguish, by a peculiar sign, the different sounds of the same vowel.

18. I have said that letters in the English alphabet are almost all called by nicknames, or distinguished by sounds different from those they have in words. I will take *c* and *g* as instances.

Do you not give to the consonant *c* the name of *see*, which is the natural sound of *s*, as heard in the first syllable of *secret*, whilst the natural sound of that consonant is the same as that obtained by *k*, or *q*? and is not such false appellation a nickname?

Do you not call by the name of *jee*—a sound peculiar to *j*, as heard in *jeer*, *jilt*, *jet*—the consonant *g*, the real sound of which is that heard in *go*, *got*, *get*? Is there a more glaring falsehood

than that which teaches children, in spite of their ears, that *jee o tee* makes *got*, whilst the selfsame *jee o tee* may, by cutting off all the *e*'s, be reduced, if you like, to *jot*?

Is there any thing better calculated to make children speak without minding what they say, than to tell them that *jee e tee*, which, by being reduced to a single sound, might perhaps make *jet*, is however *get*?

19. I will say no more about the spelling system, convinced, as I am, that you must now be sensible of its stultifying influence. And as that absurd and mischievous practice was the fruit, not of your own invention, but of the collective wisdom of the enlightened lords of the creation, you have no personal interest in upholding it; on the contrary, its overthrow, if effected by you, would secure you the respectful love, high admiration, and sincere gratitude of future generations.

20. I have now, ladies, to explain to you my own plan; but before I do so, allow me to request that you will entirely divest yourselves of all prejudice, of every fallacious notion you may have imbibed, even though it should have descended to you from antediluvian wisdom. May I also beg that, in the perusal of this address, you will have no other guide than your reason; that you will believe only in the evidence of your own senses, and examine every thing by yourselves. Above all, be not, I be-

seech you, afraid to proclaim opinions different from those which, until now, have been entertained by your sapient guides, in matters of education ; because, if you pursue this course, you are sure to be right. Were it not so, it would have been to no purpose that God had gifted you with that high spirit of wisdom, which your slanderers call contradiction. Let men become wise and deserving, and they will find amiable supporters in you ; as I trust I shall do, and that you will continue to honour me with a favourable hearing.

21. It is now, ladies, well understood that you will not make the children spell or name the letters of a word before they utter it. And, in fact, why should you persist in following a course so contrary to nature and common sense ?

22. You know that we make use of speech to convey, to the minds of other people, the idea of any thing which we are desirous of communicating ; and that the sound *cat*, for instance, when it strikes our ears, produces the same effect on our mind as if our eyes had actually beheld the little creature known by this name. But as we cannot always be in the company of those persons to whom we are anxious to communicate our thoughts or sensations, written words have been adopted as a medium of intercourse between us and our absent friends.

23. Now, each written word, taken as a whole, is, in some measure, the likeness of the thing

it represents. This proposition, strange as it may appear at first, is nevertheless so true that as I have already observed, the word *cat* placed before our eyes, depicts to our fancy the animal it names.

But how can a written word represent a thing or tell its name, if you divide that word into three or four parts? What likeness can you find between the sound *see* and the word *cat*? What likeness do you find between either *a* or *tee* and *cat*?

The ANTI-SPELLING BOOK consists of two parts. We begin with the first.

PART I.

24. No. 1, or the first lesson, contains the twenty-six letters of the alphabet. The best mode of teaching children their alphabet, is to begin with two or three letters only, to which you successively add one or two more, and begin the whole again. By this method the child adds to his stock of knowledge, and forgets nothing of what he knew before.

25. It appears rather extraordinary that a child, who, in an hour, could learn the names of twenty-six soldiers, and afterwards call each of them by his right name, should require many days to learn the twenty-six letters of the alphabet. Such, however, is the case; and the rea-

son is, that there is nothing attractive to children in the shapes of the letters.

It has been thought that the attention of children to their letters might be kept up by means of wood-cuts. I question very much the success of such a method, because the little learners are always much more inclined to look at the pictures than at the letters. As children, in general, are fond of drawing lines, give them a pencil, and let them imitate, as well as they can, the shape of each letter. For this purpose, a board containing the alphabet will be given with the Anti-Spelling Book; and the young scholars may, at their ease, and without spoiling their book, put that alphabet upon the table, then place a sheet of thin paper over it, and thus draw the letters. Be assured that this is the best method of impressing a distinct recollection of each letter on the minds of children.

26. Take care you do not harass the pupil. A lesson of ten minutes is perhaps too much at first.

27. When a child has got over the tedious task of learning his letters, he must begin to read, which he will do in No. 2. In that lesson he becomes acquainted with the compound consonant *th*, and the *e* mute, printed in an italic character, to distinguish it from the *e* which is sounded as in *me*. If this *e* mute, without which I could not do, be excepted, you will see that I give only words in which the vowels have their primitive sound; the only

one, in fact, with which the child is yet acquainted.

28. You must read first, and make the child read after you ; and if the word consists of many syllables, read it syllable by syllable.

29. From No. 2 to No. 13, the child becomes progressively acquainted with all the different sounds given by the vowels ; and as I have marked each sound by a distinctive sign, it will be easy for him to distinguish one from the other.

30. From No. 13 to No. 18, the child progressively learns the compound consonants *ch*, *sh*, and the consonants which have two different sounds.

31. In No. 18, I alter my plan, and begin by omitting progressively the signs which have been used to distinguish the different sounds of the same vowel. The teacher is directed to give the pupil, at each lesson, a very clear explanation, by which he will be able to distinguish, without any mark, the different sounds of the same vowel.

32. You will see that as far as No. 24, I have not given a single word in which an arbitrary combination of vowels or consonants is found ; and that, except in No. 2, I have endeavoured to give, not unconnected words, but short and very easy sentences. I have done so, because it is well known that the same individual, who will require an hour to learn a certain

number of unconnected words, would learn them in five minutes, if they were given to him arranged so as to form one or more sentences, conveying a clear meaning, plain ideas, or an interesting fact.

33. You now perceive the great difference between my plan and the old one. In every *spelling-book* there are from ten to twenty or thirty pages of unconnected words, heaped together without choice or design, so that the most arbitrary and difficult combinations of letters are found in the very first pages, and a formidable array of words the meaning of which a child cannot possibly understand.

34. In Nos. 24, 25, 26, 27, 28, 29, 30, I progressively introduce the words most in use, in which there is an arbitrary combination of letters, such as *yes, you, who, could, might, would, &c.*

35. Such is the first part of the ANTI-SPELLING BOOK ; and I think that, on close examination, it will be found that I have proceeded on a plan by far more simple, easy, and rational than that which has been hitherto adopted.

PART II.

36. Letters which are not sounded, are printed in italics, as in *half, night, loved.*

37. In combined vowels, as *ea, ei, ie, &c.* the

vowel which is not sounded, is also printed in italics, and then the other is sure of its primitive sound, as in *great*, *sea*, *died*, *believe*, which are pronounced as if spelt *grate*, *see*, *dide*, *beleve*.

38. The sign (') is placed over the combined vowels *ea* and *ey*, to give them the sound of the *e*, which is heard in *bed*, as in *he'ad*, *valle'y*, pronounced *héd*, *vallé*.

39. The sign (^) is placed over the combined vowels *au*, *aw*, *ou*, to give them the sound of the *á* in *all*, as in *sâw*, *tâught*, *thôught*, which are pronounced as if spelt *sá*, *tát*, *thát*.

40. The sign (̄) is used on the combined vowel *ou* to give it the sound of the *ũ* in *būt*, as in *yōung*, pronounced *yūng*.

41. In many instances, I have placed at the bottom of the page, the pronunciation of words which consist of an arbitrary combination of letters, as *enough*, *e-nūf*.

42. When the same combination of letters occurs in the same lesson, I do not repeat the sign; it is the business of the teacher to refer the child to the sign already given.

43. At the end of each chapter I have written a dialogue, for the purpose of again bringing, to the child's notice, the words with an arbitrary combination of letters, which he has already seen. I have done so in order to discover whether he recollects them, notwithstanding their being divested of every sign.

44. The signs and italic letters are progressively omitted ; and at each lesson the teacher is directed to give his pupils a very clear explanation by which they will be enabled to know the real sound of all the different combinations of letters.

45. Every rule being liable to exceptions, whenever any exception occurs, the teacher ought to ask the child which rule is violated.

I have but little to add. It is well known that the progress of children, in their studies, depends on the application they are willing to bestow, and that they bestow none when the matter they are reading has no attraction for them. I have therefore selected from "The Arabian Nights' Entertainments" the most interesting tales, in order to allure them on, and thus excite and keep their attention alive.

I have not given the tales as they are in the original, but in a plainer and more simple style. I have omitted all trifling circumstances, shortened long sentences, and imparted more rapidity to the narrative. This I have done to suit the taste of children, who, until they are grown men, and have become great talkers, prefer a multiplicity of interesting facts, to a variety of high-sounding words ; and perspicuity in its greatest simplicity, to the richest and most ornate confusion.

I have selected very entertaining tales, and not passages from the Bible, because children,

being unable to understand the wisdom and excellence of Holy Writ, cannot like or read it with pleasure.

Parents and teachers of enlightened piety will, I am sure, approve of this, and thank me, for not making children dislike religious subjects, from which they will derive so much benefit when they come to years of maturity.

I shall now conclude by saying, that a child taught to read with this book, and according to my directions, will know more in one month than he could possibly acquire in three, if taught according to the *Spelling System*. And let it be observed, that the child who spells, only begins to read, when, in consequence of having so frequently seen the same word, he, at last, recollects its true sound, in spite of the deceitful sounds he previously utters.

To those few Parents and Teachers who, being gifted with superior judgment, are able to see the advantages of any improvement, and are ready to adopt it.

MOST HONOURED CONTEMPORARIES,

46. It is a pleasing task for me to address the following lines to you, confident, as I am, that you will not only be able fully to under-

stand my plan, but even to improve it wherever it may be found defective.

You know, that if the alphabet of a language were complete or perfect, and each letter called by the sound it has in words, any one would be able to read as soon as he knew the letters. But the deficiency of the English alphabet is no reason, you will grant, for puzzling and deceiving children with improper names or sounds. I therefore propose to you to call letters by their right or natural names.

“Gracious heaven!” will young and lovely mothers exclaim, “if, since the beginning of the creation of letters, our most celebrated lexicographers, grammarians, orthoepists, and philologists, have been unable to find out the natural names of letters, who will do it?” Yourselves, Ladies.

You are no doubt surprised at this; you were quite unconscious of having sufficient ability for such a task; it is perhaps the first time you hear that, notwithstanding the high notions you justly entertained of your extraordinary merit, you were still valuing yourselves beneath your deserts. But, I will show you by-and-by, that you are really cleverer than you thought yourselves.

47. You have been taught that the vowel *e* has two different sounds; the long, as in *be*, *me*, and the short, as in *bed*. But what are you doing with the *e* in *name*, *hate*? This letter is

at least something. Let us call it by its known name, *e* mute, without minding whether this appellation be correct or not. Be only so kind as not to forget the sound of this *e* mute, which, though treated with disdain by grammarians, is nevertheless the chief, and most important and useful of vowels, as you will presently perceive.

You know, that a consonant sounds only with the help of a vowel ; but, what you are perhaps not aware of, is, that the vowel, with the help of which a consonant is pronounced, comes always after, and never before it. " That cannot be," you all exclaim, " since we name the letters *f*, *l*, *m*, *n*, *s*, *eff*, *ell*, *em*, *en*, *ess*, and the vowel is always placed first." My friends, be not so hasty ; for you will find, on closer examination, that in the nickname *en*, the consonant *n* sounds not with the help of the *e* short which precedes it, but with the help of the *e* mute which is pronounced after it, though not written.

48. Pronounce attentively *pin*. Now, by what means do you obtain, in this word, the sound of *n* ? It is not, surely, with the help of the *i*, which belongs to *p*, but with the help of the *e* mute. By what means do you obtain the sound of *p* in *help* ? You are here compelled to confess that it is with the aid of the *e* mute. Again, pronounce carefully—*pine*. Has not *n*, in this word, the same sound as in *pin* ? Do you not perceive that the difference, which exists in the pronunciation of these two words,

arises merely from the *i*, which is short in *pin* and long in *pine*.

Be still pleased to pronounce attentively *discord*. What is the sound or natural name of *s* in this word? It is *se*, you will reply, pronounced with the help of the *e* mute, and giving the same sound as that obtained by the two last letters of *mou-se*.

What is the sound or natural name of *c* in *cat*? It is *ke* you say, the same sound as that obtained by the two last letters of *ta-ke*.

49. You now plainly see that you have discovered the natural names of the consonants, which are, with the help of the *e* mute, *be*, *ke*, *de*, *ne*, *she*, &c.

50. We must call *c*, *ke*, and not *se*, because *ke* is its primitive or natural sound. It is true, that before *e* and *i*, *c* is pronounced *se*; but it is no fault of the letter, if it be placed where it has no business, and where we ought to see *s*.

51. The primitive, or natural sound of *g*, is that which is heard in *mug*, or in *get*; but as in some words it takes the sound of *j* before *e* and *i*, as in *generous*, *gin*, I have, in order to save children a great deal of trouble, had the *g*, which before *e* and *i* sounds like *j*, printed in italics.

52. As the consonants *h*, *x*, *th*, have each two different sounds, one of them is also printed in italics.

It would, indeed, have been much better, had different types been invented to represent the

different sounds of the same letter, and the *g* in *give*, the *th* in *that*, and the *x* in *fox*, been distinguished from the *g* in *genius*, the *th* in *thing*, and the *x* in *example*.

But so reasonable and excellent an improvement can be properly introduced by none but an illustrious writer, or an influential printer: my own task is merely to give a better method of teaching children to read with the present alphabet, and actual system of orthography, deficient as they are.

53. I think it unnecessary for me to repeat, that the double consonants *ch*, *sh*, *th*, are to be considered single consonants. With regard to the double vowels, or the vowels represented by two figures, as *oo*, *ee*, *ou*, *ow*, you will acknowledge the propriety of also considering them single vowels. In fact, is not the sound of *ee* in *see* as simple as that of *e* in *me*, the sound of *oo* in *too* as simple as that of *u* in *full*; the sounds of *ou*, *ow*, in *out*, *now*, as simple as that of *i* in *life*?

54. The combined vowels *ou* and *ow*, have indeed several different sounds, but their primitive or genuine sound is that heard in *house*, *cow*.

55. I will now give a complete alphabet of both the consonants and the vowels.

56. You will call each vowel by the sound it has, in the following table, in the word next to it.

57. With regard to the consonants, you will be able to convince the most bigotry-ridden, that, with the help of the *e* mute, each consonant

is rightly called by the sound it has in the words next to it in the following table, whether it be followed by the *e* mute or not; and that, according to common sense, such sound is its real name.

58. ALPHABET FOR TEACHERS.

THE CONSONANTS.

b	be	tub, tube	n	ne	sun, none.
c	ke	cat, back.	p	pe	up, rope.
ch	che	church.	q	ke	quick.
d	de	bed, bode.	r	re	for, rare.
f	fe	if, life.	s	se	cats, mouse.
g	ge	dog, get.	sh	she	fish, shame.
g	je	judge, gin.	t	te	hat, hate.
h	he	home.	th	the	that, with.
h	—	hour.	th	the	month, thing.
j	je	just.	v	ve	five, very.
k	ke	cake.	x	kse	fox.
l	le	mill, mile.	x	gze	example.
m	me	home, ham.	z	ze	breeze.

THE VOWELS.

a	ape.	i	idle.
á	árt.	ĩ	pĩn.
à	àt.	o	no.
â	âll.	o	nor.
e	me.	o	not.
é	béd.	ö	dö.
ee	see.	oo	book.
e	life.	ou	out.

ow	how.	w	we, sweet.
u	duke.	y	by.
ū	būt.	ÿ	ÿet.
ü	büll.		

59. The right way of pronouncing the letters of the alphabet according to this new method, will, perhaps, be more easily understood by those who are a little conversant with the French language; but it must not, however, be inferred that such mode of naming letters is exclusively peculiar to that language; for were it so, I have not the least doubt that many of my patriotic friends would never adopt it. In order, therefore, that they should not be deterred by national pride from following the dictates of their own unbiassed good sense, I have great pleasure in informing them that so rational a method is no more French than Chinese, and that it belongs to all languages. It is certain that, in all languages, the consonants are pronounced with the help of the *e* mute, written or not, after them; and in all languages, letters ought to be named by the sound they have in words.

60. This wise practice which I recommend to you, is by no means a discovery of mine. The people of France were made acquainted with it, two hundred years ago, but refused to adopt it; fearing, probably, that a method entirely founded on good sense or reason, had originated

with the English, whose faith in some of the most ancient and debasing absurdities had, at that time, begun to waver.

61. Many of the French people of our days have, it is true, adopted this new method of naming letters. But, because they are right in this case, is it a reason that you should continue to be wrong?—and do you think that your acting as simpletons, when they happen to display good sense, will necessarily show your superiority over them?

Why should you be less wise than your native foxes, which, though as superior to those of France as you may be to the people of that country, are yet not ashamed to eat fowls, notwithstanding their French neighbours having, for centuries, been in the habit of doing the same thing—whenever they could get any?

CONCLUSION.

62. Whether you choose to teach children to call letters by their old nicknames, or by the sounds they have in words, the plan of the Anti-Spelling Book will equally answer your purpose. But I must very particularly request those who continue to adhere to the old system of naming letters, to read over again, and very attentively, not only paragraphs 18, 21, 24, 25, 26, 28, 36, 37, 38, 39, 40, 41, 42, but even paragraphs 51, 52, 53, 54, and 56 of this

address or introduction, because such reading will entirely put them in the right method of teaching children to read.

63. With regard to those parents and teachers who, whether for want of good sense, or from unwillingness to examine any thing which puts them out of their way, doggedly persist in wading through the mud accumulated during ages of darkness and error, let them continue to make their children *spell*: yet, under such rough hands, the innocent and sweet little creatures will, in spite of that injudicious system, learn better and faster by this book than by those generally used. For, if we compare the book which a child is obliged to peruse, before he gets at the knowledge of reading, to the distance a traveller is obliged to walk in order to arrive at a given place, who will deny that notwithstanding you persevere in chaining the feet of the traveller, he will, by taking the road which I have made smooth and straight for him, arrive sooner than he would have done, had he been compelled to pursue your own steep, rugged, and slippery path?

64. Now, in case any of my friends should be inclined to blame me for praising so warmly and so sincerely this little book, I beg to inform them that I have done so for three good reasons, which are:

First. That its superiority can be demonstrated as clearly, as that the fine roads of England are safer and better than the bad ones

on the Continent, where a free-born Briton is often in danger of breaking his neck.

Secondly. That though this little book may appear new, there is, nevertheless, nothing in it which had not, now and then, in some country or other, been suggested by eminent philosophic writers; and that, of course, no credit is due to me for what I have done.

Thirdly. That modesty is allowed only to a man of great merit, to one who has written a good original book; and that, such being the case, this amiable quality, were I possessed of it, would betray in me the most ridiculous pretensions.



THE
ANTI-SPELLING BOOK.

FIRST PART.

1.

a, b, c, d.

e, f, g, h, i.

j, k, l, m, n, o.

p, q, r, s, t, u, v.

w, x, y, z.

THE VOWELS.

a, e, i, o, u

2.—e, e the.

he, me, be.

I like pure wine.

I like my horse.

take care of* the fire.

dogs bite.

* Tell the child that in *of*, the *f* sounds like *v*, and that *of* is pronounced *ov*.

3.—i, ĭ.

I like mĭlk.

take a bĭt of pie.

I wĭll go home.

the horse ĭs † lame.

the dog ĭs blind.

the ape ĭs sly.

Tell the child that the *s* of *is* sounds like *z*.

4.—a, á, à.

I wànt a fàt hare.

the ox ĭs ĭn the pàrk.

the càt kĭlls ràts.

the dog bàrks.

5.—a, á, à â.

James ȳ a tâll ànd dárk màn.
 âll càts áre sly.

6.—e, e, é.

gĭve me a pén, mine ȳs bàd.
 I hàve féd the càt, ànd the dog.
 the tu-lĭps ĩn the gár-den, áre fine.

7.—o, ö.

I wànt tö go tö the párk.
 dö not möve àt âll, I bég.

8.—ö, ü.

James hàs * a fine büll.
 gĭve me a glàss füll of wine, ànd not
 of wâ-tér.†
 my dár-lĭng, go tö béd : dö ; ȳt ȳs
 late.

* Tell the child that in *has* the *s* sounds like *z*.

† Some orthoepists assign, to the *e* in *water*, the sound of *u* in *cup* ; but, in our humble judgment, this is a vulgarism, and we therefore agree with those who pronounce the *e* in *water*, *master*, *supper*, and similar words, like the *e* in *father*.

9.—u, ü, ū.

a tube is not a tūb.

a dūck is not a duke.

I wànt a cūp füll of pure mīlk.

dō not püt thàt smâll mūg on the
ta-ble.

the fār-mér likes wine bét-tér thàn
wâ-tér.

10.—ee, oo.

my fá-thér is a meek màn.

my poor sīs-tér is lame in the léft foot.

a goose is rūn-nīng in the street.

11.—y, ŷ.

stànd by me.

dō not go ŷét; it is too soon.

that boŷ is vérŷ idle; I àm sor-rŷ for
it.

my càt is la-zŷ; he is good for noth-
īng.

12.—ou, ow.

dö not go out so soon.

I wànt tén pounds.

our house is véré smáll.

a fly is ás* proud to stànd on a dūng-
hīll ás a kīng tō sīt on a *throne*.

lét ūs go now.

I like flow-érs véré mūch.

* Tell the child that in *as* the *s* sounds like *z*.

13.—ch, sh.

a good child is o-be-díént.

īt is a shame tō be la-zý.

fīsh līve īn wâ-tér.

our chūrch is véré fine.

I see a sheep be-hind a būsh.

14.—g, g.

my sweet child, gét ūp ; īt is late.

a mán of ge-nĩ-ūs hàs been made no-
ble by god hīm-sélf.

gĩve the boy a glàss of gĩn.
 thàt fine book ỉs a gĩft of my fá-thér.
 our house ỉs véry lárge.
 a gi-ànt ỉs a véry tâll mản.

15.—h, *h*, x, *x*.

a swĩft horse càn rũn tén miles ỉn àn
hour.
 the fox ỉs véry cũn-nĩng.
 we mũst sèt a good éx-àmple.

16.—th, *th*.

gĩve me thàt *thĩng*.
 I dỏ not *thĩnk* thàt a month hàs gone
 by.
 lénd me a sheet of *thĩck* pa-pér.
 come wĩth me.
 àre we goĩng thĩ-thér?

17.—ca, co, cu, ce, ci.*

It ỉs cold thĩs mor-nĩng.

* Tell the child that *c* sounds like *s* before *e*, *i*.

the cu-rate of the pàr-ĭsh ĭs a good ànd
nice mán.

a cĕll ĭs a vĕrŷ smàll room.

the cĭt-ŷ of lon-don ĭs âl-most twice
ás large ás the cĭt-ŷ of pàr-ĭs.

the càt, ĭf not too wĕll féd, wĭll kĭll
the mice.

18.—a horse.†

I wĭll take care of the horse.

our boŷ ĭs lame of the léft foot.

the duke's ape broke ĭts lég làst week.

I like pure wine bét-tér thàn pure
wâ-tér.

† Tell the child that *e* at the end of words is mute, or silent, except in the little words *be, he, me, she, the*, and that henceforth the *e* mute or silent, at the end of words will be no longer printed in italics.

19.—a little fire.‡

chil-dren, take a bit of pie, ànd drink a
glàss of wine.

‡ Tell the child that *i* sounds, not as in *fire*, but as in *little*,

my làd dö not pick ūp thàt flow-ér.
 my fá-thér looks pale ; I hope he is
 not ill.

a reed looks like a smàll stick.

if we rŭn so quick we shàll tire our-
 sélves.

in the words or syllables where it is followed by a single consonant, as in *bit*, *pin*, and in the words or syllables where it is followed by two or three consonants, as in *sick*, *hill*, *kills* ; and that henceforth the sign which has been used to distinguish the *i* in *big* from the *i* in *fire*, will be omitted.

There are exceptions to this rule, such as *child*, *mild*, *live*, *give*, &c., but do not speak of them now ; wait until some of them occur.

20.—The mind, the spring.*

frénch-mén find frogs véry good.

a bàd king is càlled a ty-rànt.

I feel cheer-fŭl in the spring.

ma-ry pŭt the nap-kin on the table,

ànd bring the pŭd-ding.

we mŭst mind the *thing* we áre dö-ing.

my sis-tér is véry kind to me.

* Tell the child that in the combination *ind*, *i* sounds as in *fire*, and that in the combination *ing*, *i* sounds as in *pin*.

21.—a fat hare.*

a cat can rŭn as fast as a hare.

my lad, take care of the cake.

dö not call me Jack ; it is not my
name.

thank god, my fa-thér is véry wéll.

how far is do-vér from lon-don ?

lét ūs shake hands.

I am going home ; good-bye.

* Tell the child that *a* sounds as in *ape*, *hare*, when the single consonant which comes after it is followed by *e* mute. There are, however, a few exceptions, as *are*, *have*.

That *a* sounds as in *far* in the words where the *r*, which comes after *a*, is followed by another and a different consonant, as in *park*.

That *a* sounds as in *cat* in the words where *a* is followed only by a single consonant which is not *r*, or is followed by two consonants, as in *back*, *hand*. But if the two consonants were *ll* or *lt*, then *a* would sound as in *all*, *salt*.

22.—I am going tö bed.†

a blind man wish-ing tö cross a brook,
fell in-to it.

† Tell the child that *e* sounds as in *bed*, in the words where it is followed by a single consonant, as in *leg*, *pen*, or

a hen that stood on the branch of a
tree, see-ing a wölf, fled not, and
ac-ted very prü-dent-ly.

I dö not care for a fine dress.

my neck is stiff; I do not jest.

by two, as in *neck*, *tell*, and that henceforth no sign will be
used to distinguish this *e* from the two others.

23.—a duck is not a duke.*

pure wine is as good in a mug or a
cup as in a fine glass.

I like tö see the sun shine.

a fly from the moon see-ing a nut-
shell, took it for a big ship.

look how the duck is run-ning.

I am very hungry; I want my sup-
per.

* Tell the child that *u* sounds as in *duke* when the single
consonant which comes after it is followed by *e*.

That *u* sounds as in *cup* when it is followed only by a
single consonant, as in *mug*, *sun*, or when it is followed by
two consonants, as in *cluck*, *just*, *church*.

That *u* sounds as in *bull* in the words where *u* is followed
by *ll*, and in a few others.

I like a bit of fun as well as any body else.

shut the gate of the park, or the horse will run out.

I am going tö church, but I will re-turn soon, and, at any rate, before noon.

it is our du-ty tö love a good and just man.

a mule is not so fine as a horse.

24.—yes, you, your, yours.*

how dö you dö, my child; are you well?

yes, sir, I am very well, I *thank* you.

will you let me see your book?

yes, sir, look at it.

you have a pret-ty hat; mine is not so fine as yours.

* Tell the child that *you* sounds like the vowel *u*.

take care, child, or you will cut your
fing-er.

will you do* a *thing* for me?

yes, I will.

* Tell the child that the two dots will no longer be put over the *o* that sounds as in *do*.

25.—they, their, theirs.†

I have seen your hor-ses; they are
in-deed very fine.

ma-ry, give the chil-dren their din-ner.

yes, sir, I will.

† Tell the child that in *they*, *their*, the combinations *ey* and *ei* have a sound nearly resembling the vowel *a*—*tha*, *thare*.

26.—who, whom.‡

the boy who is good, is a hap-py boy.
for whom is that cake? for my bro-
ther.

who has seen my book? not I.
to whom have you given a pen?

‡ Tell the child that *who*, *whom*, sound as if spelt *hö*
höm, or *hoo*, *hoom*.

27.—what, which.*

what have you done with the pen
which I gave you ?

I have done no-thing with it ; some-
bo-dy who wan-ted it has taken it.

what has be-come of the lit-tle dog
which you had not long a-go ?

we have gi-ven it to a lit-tle boy whom
we like very much, and who is a
ve-ry good child.

* Tell the child that *which* is pronounced as if spelt
hwích, or *hooích*.

28.—where, when, why.†

where is your sis-ter ? she is in her
room.

why do you not come with me ? I
cannot.

when are you go-ing to town ?

† Tell the child that *where*, *when*, *why*, are pronounced
as if spelt *hware*, *hwén*, *hwi*, or *hooare*, *hooén*, *hooi*.

29.—could, would, should.*

my lad, come here, and tell me what
you would like I should do for
you.

I want no-*thing*. then you shall
have it.

would you come, should I invite you?
per-haps.

why are you so late? I could not
come soon-er.

could you do such a work in a week?
oh, yes! I *think* I could do it in
less.

our garden is very large.†

* Tell the child that *could*, *should*, *would*, are pronounced
as if spelt *cüd*, *shüd*, *wüd*, or *cood*, *shood*, *wood*.

† Tell the child that henceforth the *g* soft in *large* will be
printed with the same type as the *g* hard in *garden*.

30.—may, might.‡

my broth-er is a good man; you may
trust him.

‡ Tell the child that the combination *ay* has a sound
something like *a—ma*; and that *might* sounds as if spelt *mite*.

I wish my sis-ter would come, that
you might see her.

may I of-fer you an-o-ther glass of
wine?

is it pro-per that I should do such a
thing?*

* Tell the child that henceforth the *th*, which sounds as in *thing*, will be no longer printed in italics.

ROMAN CAPITALS.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z.

ITALIC CAPITALS.

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z.

SMALL ITALICS.

a b c d e f g h i j
k l m n o p q r
s t u v w x y z.

A TABLE

*Of the arbitrary combination of letters to be found
in the Second Part.*

Spelt	Real sound.	Spelt.	Real sound.
*ai,	a,	tailor,	talūr.
*ay,	a,	day,	da.
âu,	â,	becâuse,	becâze.
âw,	â,	sâw,	sâ.
e'a,	é,	he'ad,	héd.
ea,	a,	great,	grate.
ea,	ce,	sea,	see.
ei,	ee,	perceive,	pérseev.
ei,	a,	veil,	vale.
e'y,	é,	valle'y,	vallé.
*ey,	a,	they,	tha.
ew,	u,	few,	fu.
iew,	u,	view,	vu.
ie,	ee,	believe,	beleev.
ie,	i,	died,	dide.
ight,	ite,	night,	nite.
kn,	n,	knife,	nife.
oa,	o,	road,	rode.
ou,	ū,	colour	colūr.
ou,	oo,	youth,	ŷooth.
ou,	o,	discourse,	dĩscorse.
ought,	ât,	thought,	thât.
ow,	o,	fellow,	fello.
wr,	r,	wrong,	rong.

* The combinations *ai*, *ay* and *ey*, though they have not the perfect sound of *a*, give a sound so much like it, that orthoepists generally use the vowel *a* to express the sound of these combinations.

THE SECOND PART.

CHAPTER I.

The Story of the Little Hunch-back.

LESSON I.

In a large town there was¹ a tai-lor² that had a hand-some wife, whom he loved, and who loved him much.

One³ day² as he was at work, a little hunch-backed⁴ man came and sat down at the shop-door⁵, and be-gan to sing.

The tailor was pleased⁶ to hear⁷ him, and took him in-to his house, to make his wife mer-ry.

¹ Tell the child that in *was* the *s* sounds like *z*—*waz*.

² Tell the child that *ai* and *ay* sound almost like *a*:—*talūr*, *da*.

³ wūn. ⁴ hūnch-bàkt. ⁵ dore. ⁶ pleezd. ⁷ heer.

LESSON II.

The tai-lor, his wife, and my lord Hunch-back sat down to sup-per, and had a huge fish set be-fore them.

But the little fel-low hav-ing swal-lowed a

large bone, died¹ in a few² minutes,³ not-with-stand-ing all that the tailor and his wife could do to pre-vent it.

These⁴ good peo-ple⁵ were much a-larmed at the de'ath⁶ of the little Hunch-back, chief-ly⁷ as it had hap-pened⁸ in their house.

¹ dide.

² Tell the child that the combination *ew* sounds like *u—fu*.

³ mĭn-ĭts. ⁴ The *s* sounds like *z—theze*.

⁵ peeple. ⁶ déth. ⁷ cheef-lŷ. ⁸ hâp-pnd.

LESSON III.

In or-der to get rid of the corpse, the tai-lor and his wife took it, one by the feet and the oth-er by the he'ad,¹ and car-ried² it to the house of a Jew³ doc-tor who lived close by.

They knocked⁴ at the door,⁵ from which a steep pair⁶ of stairs as-cen-ded to the room of the phy-si-cian.⁷

As soon as they had knocked⁴, the ser-vant maid⁶ came down with-out a light,⁸ and o-pening the door, asked⁹ what they wan-ted.

¹ héd. ² càr-rìd.

³ Ask the child the sound of *ew*, and show him *note 2*, Lesson II. ⁴ nokt.

⁵ Call the attention of the child to the word *door*.

⁶ Ask the sound of *ai*, and show him *note 2*, Lesson I.

⁷ Tell the child that *ph* sounds like *f—fĭ-zĭsh-àn*.

⁸ Tell the child that the combination *ight* has the sound of *ite—lite*.

⁹ àskt.

LESSON IV.

“Go up,” said the tai-lor, “and tell your mas-ter that we have brôught¹ him a man who is very ill, and wants his ad-vice.”

“Here is some-thing,” he ad-ded, put-ting a piece² of mon-e’y into her hand, “for he doc-tor’s trôuble.”³

While⁴ the ser-vant was gone to ac-quaint⁵ her mas-ter with the wel-come news,⁶ the tailor and his wife nim-bly con-veyed⁷ the hunch-backed⁸ corpse to the he’ad of the stairs, and leav-ing it there, ran off.

The doc-tor was⁹ trans-ported with joy, and be-ing paid⁵ be-fore hand, thôught¹⁰ he had got a good pa-tient,¹¹ who ôught not to be neg-lect-ed.

¹ brât. ² peese. ³ trûble.

⁴ hwile. ⁵ Ask the sound of *ai*.

⁶ Ask the sound of *ew*. ⁷ con-vade. ⁸ hûnch-bàkt.

⁹ Ask the sound of *s* in *was*. ¹⁰ thât. ¹¹ pa-shént.

LESSON V.

There-fore, with-out stay-ing¹ for the light,² the doc-tor went to the stair-head in such haste, that he stum-bled a-against the corpse, and kicked³ it down.

At last the maid came with a light, and when he sâw⁴ that the stum-bling block he had

¹ Ask the sound of *ay* and *ai*.

² Ask the sound of the combination *ight*. ³ kîkt.

⁴ Tell the child that the combination *aw* has the sound
û as heard in *âll*.

kicked down was a de'ad man, he was very much ter-ri-fied.⁵

"Un-hap-py man that I am," said he, "why did I come down with-out a light! I have killed the per-son who was brôught to me to be cured. Mer-cy on me, I shall be dragged out of my house as a mur-der-er."

But, not-with-stand-ing the per-plex-i-ty he was in, he took the pre-câu-tion⁶ to shut his door.

⁵ tér-rĩ-fide.

⁶ pre câ-shũn.

LESSON VI.

Then the doctor took the corpse into his wife's room; up-on which she swooned a-way. "A-las!" said she, when she had re-cov-ered, "we are ut-ter-ly ruined¹, un-less we a-dopt some ex-pe-di-ent to turn the corpse out of our house, this night.²

"Be-yond all ques-tion,³ if we har-bôur it here till mor-ning, our lives must pay for it.

"By what means⁴ did you kill this man?"

"That is not the ques-tion,"³ re-plied⁵ the Jew;⁶ our business⁷ now is to find out a reme-dy for such a shoc-king ac-ci-dent.

¹ rü-ĩnd. ² Ask the child the sound of the combination
ight. ³ kwés-chũn. ⁴ meens. ⁵ re-plide.

⁶ Ask the sound of ew. ⁷ hĩz-nés.

LESSON VII.

The doctor and his wife con-sul-ted to-geth-er how to get rid of the corpse, that night.¹ He

¹ Ask the sound of the combination ight.

could find noth-ing in his he'ad ; but his wife, who was more cun-ning or more wise² than he, said :

“ A *thought* strikes me : let us throw³ the corpse down the chim-ney⁴ of the Turk, our next door neigh-bour.”⁵

This neigh-bour was a gro-cer, who sold oil, but-ter, su-gar,⁶ cheese,² tea,⁷ cof-fee, and tal-low ; and ev-er-y day he cursed⁸ the rats and mice, which made sad havoc among his stores.

The Jew-ish doc-tor ap-pro-ving the ad-vice of his wife, they took the little Hunch-back up to the roof of the house, and put-ting a rope un-der his arm-pits, let him down the chimney into the gro-cer's room, and did it so dex-ter-ōus-ly that he stood up-right⁹ against the wall as if he had been a-live.

² Tell the child that the *s* of *wise* and *cheese* sounds like *z* — *cheeze*, *wize*. ³ thro.

⁴ Tell the child that the combination *ey* has two different sounds : the one nearly resembling *a*, as in *they*, *prey*, which are pronounced *tha*, *pra* ; and the other *é*, as in *money*, *valley*, *honey*, which are pronounced *mūn-né*, *val-lé*, *hūn-né*.

⁵ na-būr. ⁶ shūg-ūr. ⁷ tee. ⁸ curst.

⁹ Ask the combination of *ight*.

LESSON VIII.

When they found he stood firm, they pul-led up the rope and left him in that pos-ture. They had scarce-ly got down into their room, before the gro-cer en-tered his, hav-ing just come from a

wed-ding feast,¹ with a lan-tern in his hand. He was sur-prised,² when by the light of his lan-tern, he de-scried³ a fig-ure stand-ing up-right in his chim-ney; and ap-pre-hen-ding it was a rob-ber, he took up a cane, and com-ing up to the Hunch-back, "Ah!" said he, "I *thôught* it was the rats and mice that ate my but-ter and tal-low,⁴ but it is you, you little rogue, who come down the chim-ney⁵ to rob me.

¹ feest. ² sūr-prized. ³ de-scride. ⁴ tal-lo.

⁵ Ask the child what are the two sounds of the combination *ey*.

LESSON IX.

"I ques-tion¹ if ever you will come back a-gain up-on the same er-rand." Hav-ing thus spoken, he be'at² him se-vere-ly with his cane; and the corpse having fallen down, the gro-cer redoubled³ his blows; but ob-serv-ing⁴ that the bod-y did not move, and then per-cei-ving⁵ it was a corpse, fear⁶ suc-ceed-ed his ang-er.

"Wretch that I am!" he said; "I have killed⁷ a man! I have car-ried my revenge too far; ac-curs-ed be the oil that gave oc-ca-sion to my com-mit-ting so crim-i-nal an act."

In fine he stood pale and thun-der-struck; he thought⁸ he saw⁹ the of-fi-cers of jus-tice,¹⁰ al-

¹ kwés-chūn. ² bét. ³ re-dūbld.

⁴ Tell the child that in *observing*, *s* sounds like z—
ob-zér-ving. ⁵ pér-see-ving. ⁶ feer. ⁷ kild.

⁸ Tell the child that the combination *ought* sounds like *ât*.

⁹ Ask the sound of the combination *aw*. ¹⁰ jūš-tis.

re'ad-y come to drag him to con-dign¹¹ pun-ish-ment ; and he knew not what res-o-lu-tion¹² to take.

¹¹ con-dine. ¹² réz-o-lu-shūn.

LESSON X.

The gro-cer had not ob-served¹ the little man's hunch whilst he was bea-ting² him ; but the mo-ment he per-ceived³ it, he ut-tered⁴ a thousand⁵ im-pre-ca-tions a-against him.

“ Ah ! you crook-ed Hunch-back, I wish you had rob-bed⁶ me of all my oil, and I had not found you here.

“ Had it been so, I should not be so per-plexed⁷ as I am now, on ac-count of you and your hunch.”

Having ut-tered⁴ these words he took the lit-tle crook-ed man up-on his shoulders,⁸ and car-ried⁹ him out of doors, to the end of the street, where he set him up-right,¹⁰ a-against a shop. Ha-ving done so, he returned home with-out look-ing be-hind him.

¹ Ask the child the sound of *s* in *observed*. ² bee-ting.

³ Tell the child that the combination *ei* has different sounds, the two commonest of which are *e* as in *perceive*, which is pronounced as if spelt *pérseev* ; and *a*, as in *their*, which is pronounced as if spelt *thare*.

⁴ ūt-térd. ⁵ thou-zand. ⁶ robd.

⁷ pér-pléxt. ⁸ shol-dérs. ⁹ càr-ríd.

¹⁰ Ask the child the combination of *ight*.

LESSON XI.

A few¹ mi-nutes² be-fore day-break,³ a *chris-tian*⁴ mer-chant who was very rich, hav-ing spent the whole night⁵ in de-bâuch-ery, came out of his house to go to bathe.

Though⁶ drunk, he was sen-sible that the night was far spent, and that the people⁷ would quick-ly be sum-moned to pray-ers,⁸ which be-gin at day-break.³

There-fore he quick-ened his pace to get to the bath in time, lest a Turk should meet him in his way to the mosque,⁹ and take him to pri-son,¹⁰ as a drunk-ard.

As he came to the end of the street he *leaned*¹¹ a-against the shop where the gro-cer had put the hunch-backed corpse; and the little man fell up-on him.

¹ Ask the sound of the combination *ew*.

² See *Lesson II. note* ³. ³ brake. ⁴ crīs tiàn.

⁵ Ask the sound of the combination *ight*.

⁶ tho. ⁷ peeple. ⁸ Ask the sound of *ay*. ⁹ mosk.

¹⁰ prī-zn. ¹¹ leend.

LESSON XII.

The mer-chant, think-ing it was a rob-ber who had come to at-tack him, knocked¹ down my lord Hunch-back, and cried² out “thieves!”³

The out-cry a-larmed the watch-man, who came up im-me-di-ate-ly, and find-ing a Chris-

¹ nokt. ² cride. ³ theevs.

tian⁴ bea-ting a Turk: "What rea-son⁵ have you," said he to the mer-chant, "to a-buse⁶ a Mus-sul-man in this man-ner?"

"He in-ten-ded to rob me," the mer-chant re-plied, "and threw him-self up-on me."

"If he did," said the watchman, "you have re-venge'd your-self suf-fi-cient-ly;⁷ release him."

⁴ See *Lesson XI.* note ⁴.

⁵ reezn.

⁶ abuze.

⁷ sūf-fīsh-ēnt-lŷ.

LESSON XIII.

At the same time the watch-man stretch-ed out his hand to help little Hump-back up, but ob-serv-ing¹ he was de'ad:² "Is it thus," said he, "that a Chris-tian dares to kill a Mus-sul-man?"

He seized³ the Chris-tian, and car-ried him to the sher-iff, who kept him in cus-to-dy till the judge was re'ady to ex-am-ine⁴ him.

In the mean⁵ time, the Chris-tian mer-chant grew⁶ so-ber; and the more he re-flec-ted up-on his ad-ven-ture,⁷ the less could he con-ceive³ how the blows, given with his fist on-ly, could have killed the little man.

The judge hav-ing he'ard the re-port of the watch, and view-ed⁸ the corpse, in-ter-ro-ga-ted the Chris-tian mer-chant, who could not de-ny the crime, though he had not com-mit-ted it.

¹ Ask the sound of *s* in *observing*. ² déd.

³ Ask the child what are the two most common sounds of the combination *ei*.

⁴ égz-àm-ŷn. ⁵ meen. ⁶ Ask the sound of the combination *ew*. ⁷ àd-vén-chure. ⁸ vude.

LESSON XIV.

But the judge con-sid-er-ing that little Hump-back was one of the roy-al buf-foons, would not put the Chris-tian to death¹ till he knew the sul-tan's ple'a-sure. To this end he went to the pal-ace, and having ac-quain-ted the sultan with what had happened,² re-ceived³ the fol-low-ing an-swer :⁴—

“ I have no mer-cy to show⁵ to a Chris-tian that kills a Mus-sul-man ; go, do your of-fice.”⁶ Up-on this the judge or-dered a gib-bet to be e-rec-ted, and sent cri-ers all o-ver the city to pro-claim that a Chris-tian was a-bout to be hanged for kil-ling a Mus-sul-man.

¹ déth. ² hâp-nd.

³ Ask which are the two most usual sounds of the combination *ei*. ⁴ ân-sér.

⁵ Tell the child that the combination *ow* has two different sounds : that of *ou*, as heard in *out*, as in *how*, *now*, *town*, which are pronounced as if spelt *hou*, *nou*, *toun* ; and that of *o*, as heard in *no*, as in *grow*, *grown*, *owing*, which are pronounced as if spelt *gro*, *grone*, *o-ing*.

⁶ of-fis.

LESSON XV.

The merchant was brought¹ out of jail to the foot of the gal-lows ;² and the hang-man having put the rope a-bout his neck, was going to turn him off, when the gro-cer, break-ing through³ the crowd, made up to the gib-bet,

¹ Ask the sound of the combination *ought*.

² gàl-lūs. ³ throo.

and call-ed to the hang-man to stop, say-ing that the Christian had not com-mit-ted the murder, but him-self had done it.

Upon this, the sher-iff, who at-tend-ed the ex-e-cu-tion,⁴ in-ter-ro-ga-ted the gro-cer, who told him ev-er-y cir-cum-stance of his kil-ling little Hump-back, and con-vey-ing⁵ his corpse to the place where it was found by the Chris-tian merchant.

⁴ éx-e-cu-shūn.

⁵ Ask the two different sounds of the combination *ey*.

LESSON XVI.

The grocer having pub-lick-ly charged him-self with the death of the little hunch-backed¹ man, the sher-iff could not a-void do-ing the mer-chant jus-tice.²

“Let the Chris-tian go,” said the sher-iff to the hang-man, “and hang this man in his ste’ad, since it ap-pears by his own³ con-fes-sion that he is *guil-ty*.”

The hang-man then re-leased⁴ the mer-chant, and put the rope round the grocer’s neck; but just as hewas go-ing to turn him off, he heard⁵ the voice of the Jew-ish doc-tor, who at the same time ap-proached⁶ the gal-lows,⁷ en-treat-ing⁸ him to sus-pend the ex-e cu-tion.

¹ See *Lesson I.* note ⁴. ² jūs-tīs.

³ Ask what are the two sounds of the combination *ow*.

⁴ releest. ⁵ hérđ. ⁶ ap-prochd.

⁷ See *Lesson XV.* note ². ⁸ én-tree-ting.

LESSON XVII.

The Jewish doctor, bow-ing to the judge, said, “My lord, this grocer you are about to hang is not guilty;¹ all the guilt lies at my door.

“Last night, a man and wom-an, un-known to me, came to my house with a sick man, and on their knoc-king,² my maid went, with-out a light, to o-pen the door. She spoke to them, re-ceived³ a piece of mo-ney,⁴ and came to me.

“But whilst she was de-liv-er-ing her mes-sage,⁵ they con-veyed the sick per-son to the stair-head, and then ran a-way.

“With-out wait-ing for my ser-vant to light a can-dle, I got up, and walk-ing in the dark to the stair-head, I hap-pened to stum-ble upon the sick per-son, and threw him down-stairs.

“On look-ing at him, I saw that he was dead, and that it was the crook-ed Mus-sul-man.

¹ gíl-tŷ.

² Tell the child that in words beginning with *kn*, *k* is always silent, and that *knock-ing* and *knife* are pronounced as if spelt *nock-ing*, *nife*.

³ Ask the two most common sounds of the combination *ei*.

⁴ Ask the two different sounds of the combination *ey*.

⁵ *més-sídje*.

LESSON XVIII.

“ My wife and I took the corpse, con-veyed ¹ it to the roof of the grocer’s house, and let it down the chim-ney.² The grocer taking this little man for a thief,³ beat him, and con-cluded he had killed him.” The chief-jus-tice, being per-sua-ded that the Jewish doctor was the mur-der-er, gave or-ders to the ex-e-cu-tion-er to seize ⁴ him, and to re-lease the grocer.

But the tailor having ap-peared ⁵ at the very in-stant, said to the judge :—

¹ See *Lesson IV.* note 7.

² Ask the two different sounds of the combination *ey*.

³ thief.

⁴ Ask the two most common sounds of the combination *ei*.

⁵ ap-peerd.

LESSON XIX.

“ My lord, you have nar-row-ly ¹ es-caped ta-king a-way the life of these ² three in-no-cent men. It is I who am to an-swer ³ for the death of the crook-backed man.

“ Yes-ter-day, to-wards the eve-ning, little Hunch-back came to my door half-drunk. As I was dis-posed ⁴ to be mer-ry, I in-vit-ed him to pass the eve-ning with me. He ac-cep-ted ; we

¹ Ask what are the two different sounds of the combination *ow*. ² Ask the sound of *s* in *these*.

³ àn-sér. ⁴ dīs-pozd.

sat down to supper, and I gave him a plate of fish.

“ But alas ! a bone stuck in his throat,⁵ and though my wife and I did our ut-most to relieve⁶ him, he died in a few minutes. His death af-flic-ted us ex-treme-ly, and for fear⁷ of being charged with it, we car-ried⁸ the corpse to the house of the Jewish doctor, and knocked⁹ at the door.

“ The maid having opened it, I de-sired¹⁰ her to go up and ask her mas-ter to give his ad-vice to a sick person. She went, and I carried Hunch-back up-stairs, and then de-par-ted with my wife.

“ The doctor came from his room with-out a light, and having, by accident, thrown¹¹ the corpse down-stairs, na-tu-ral-ly¹² thought¹³ that he was the cause¹⁴ of Hump-back’s death.

No sooner had the tailor ceased speaking than he, the Jewish doctor, the grocer, and the Christian merchant, were sent for by the Sultan, who par-doned them.

⁵ throte. ⁶ re-leeve. ⁷ fear. ⁸ càr-rĭd.

⁹ Ask the child the sound of the combined consonants *kn*, and tell him that it is the same as that of *n* alone.

¹⁰ Tell the child that in *desired* *s* sounds like *z*.

¹¹ Ask the two different sounds of the combination *ow*.

¹² nà-chu-ràlly.

¹³ Ask the sound of the combination *ought*.

¹⁴ Tell the child that the combination *au* gives the same sound as that produced by the combination *aw*—which sound is *â* ; and that *author*, *because*, are pronounced as if spelt *âthŭr*, *becâze*.

LESSON XX.

Recapitulation.

James and Francis.

James. Who knocks at the door?

Francis. Has any body knocked? I will go and open the door.

J. Do not go, my brother has opened it.

F. Let us talk of the story of the little hunch-back. How do you like it?

J. I am well pleased with it. I pity the poor little fellow, who died in a few minutes, from having swallowed a bone.

F. The tailor and his handsome wife were very much alarmed at his death, because it had happened at their house. But let me ask you a few questions, to ascertain whether you thoroughly remember the story. By what means did they get rid of the corpse?

J. They carried it to the house of a Jewish physician who lived just by, and knocked at the door. The servant maid came to them without a light, and asked what they wanted. The tailor replied that they had brought a sick man, and gave her a piece of money for the doctor's trouble. She went to acquaint her master with the welcome news, and the tailor conveyed the corpse to the head of the stairs, and leaving it there, ran off with his wife.

F. What did the Jew do ?

J. Being paid beforehand, he thought he had found a good patient, who ought not to be neglected ; and coming out in a great hurry without a light, he kicked or knocked the corpse down stairs.

F. I think he must have been very much terrified when he saw that the man brought to him to be cured was dead ; for he thought he had himself killed him. What did he do next ?

J. Though much perplexed, he took the precaution to shut his door, and conveyed the corpse to his wife's room. She fainted at the sight.

F. What did the wife say, after she came to her senses ?

J. She said : " We must not harbour this corpse in our house ; we must turn it out, this very night, or we shall be utterly ruined." And as she was wiser or more cunning than the doctor, she added, " A thought strikes me ; let us throw the corpse down the chimney of the Turk our next door neighbour." This they executed very dexterously.

F. What was the trade of the Turk, their next door neighbour ?

J. He was a grocer ; he sold sugar, tea, cheese, and tallow.

F. Was he at home ?

J. No, he was at a wedding feast, and came home late. He was much surprised when, by the light of his lantern, he descried a man stand-

ing upright in his chimney. "Ah!" said he, approaching the chimney, "I thought it was the rats and mice that ate my cheese and tallow, but I now see the thief."

F. What did he afterwards?

J. Having spoken thus, he beat the supposed thief, and the corpse having fallen down, he redoubled his blows; but observing that the body did not move, and then perceiving it was a corpse, fear succeeded his anger.

F. What resolution did he take to avoid the punishment he feared?

J. He took the little crooked corpse on his shoulders, carried it out of doors before the break of day, and set it upright against a shop.

F. What next happened?

J. A Christian merchant having leaned against the shop, Hunch-back fell upon him, and the merchant knocked the corpse down, crying out, "Thieves!"

The watchman having come, said, What reason have you to abuse this man? The merchant replied, "As he intended to rob me, he threw himself upon me."

"Release him; you have revenged yourself sufficiently," said the watchman; but perceiving that the little man was dead, he seized the Christian and carried him to prison.

The judge, who heard the report of the watch, and viewed the corpse, wishing to take no steps till he knew the Sultan's pleasure, went

to him, and received this answer : “ I will show no mercy.” And the merchant was brought out of jail to the foot of the gallows.

F. Was he hanged ?

J. No, because the grocer, breaking through the crowd, came up to the gibbet and charged himself with the death of Hump-back.

F. What next happened ?

J. The judge said to the hangman, “ Release the Christian, and hang this man in his stead, since it appears, by his own confession that he is guilty.”

F. Was the grocer hanged ?

J. No. The Jewish physician approached the gallows, and entreated the judge to release the grocer, saying, “ All the guilt lies at my door.”

F. Was the Jewish physician hanged ?

J. No. The tailor having made his way through the crowd, appeared before the judge and said, “ You have narrowly escaped taking away the life of these good people ; it is I who am to answer for the death of the crook-backed man.

“ Yesterday, towards the evening, being disposed to be merry, I invited him to sup with me. A bone stuck in his throat, and though my wife and I did our utmost to relieve him, he died in a few minutes : such was the cause of his death.”

F. Was the tailor hanged ?

J. No : he was pardoned, and this was but just, as he was not guilty.

CHAPTER II.

LESSON XXI.

The Story of the Blind Man.

I WAS born at Bag-dad ; I had a pret-ty fortune left me by my fa-ther and mo-ther, who died at a short time from each ¹ oth-er.

Though I was then yōung, I was, how-ev-er, so sa-ving, and liked ² mo-ney so much, that I would not have given a pen-ny to a poor man.

In or-der to in-crease my rich-es, I pur-chased³ eigh-ty⁴ cam-els, with which I un-der-took to carry mer-chan-dise⁵ to Bas-so-ra.

One⁶ day as I was re-tur-ning from that cit-y with my cam-els un-loa-ded, I went by a new road. Af-ter having trav-el-led some time, I met with good pas-tu-rage, and made a halt to let my camels graze.

While I was res-ting, a der-vish came and sat down by my side.

We talked⁷ at first of a great¹ many in-dif-fer-ent things ; then the der-vish told me that

¹ Tell the child that the combination *ea* has two different sounds: *e* or *ee*, as in *meat*, *peace*, *speak*, which are pronounced as if spelt *mete*, *pece*, *speke*, or *meet*, *peece*, *speek* ; and *a*, like that in *ape*, as in *forbear*, *great*, which are pronounced as if spelt *forbare*, *grate*. This sound, it is true, is shorter in some words, and becomes *é*, as in *head*, *bread* (*héd*, *bréd*). But the nature of a sound is not changed by its being shorter.

² liket. ³ pūr-chaset. ⁴ é-tŷ. ⁵ Tell the child that in *merchandise*, *s* sounds like *z*. ⁶ wūn. ⁷ Tâkt.

he knew⁸ of a trea-sure a little way off, and that a thou-sand⁹ camels could not carry half¹⁰ of it away.

This good news sur-prised and charmed me ; and, being trans-por-ted with joy, I em-braced¹¹ the der-vish, and said :

⁸ Ask the sound of the combined consonants *kn*.

⁹ Ask the sound of *s* in *thousand*.

¹⁰ haf. ¹¹ ém-braset.

LESSON XXII.

“ Good der-vish, I know you val-ue not the rich-es of this world ; there-fore of what ser-vice¹ can the know-ledge of this treasure² be to you ? You are a-lone, and can-not take much of it away.

“ Show³ me where this treasure is ; I will load all my camels with as much money as they are able to carry, and in re-turn for your fa-vour⁴ I will pre-sent⁵ you with one of them.”

The der-vish, though he saw⁶ my av-a-ri-ce,⁷ was not an-gry at my un-reason-able⁸ pro-po-sal.⁹ But he replied :

“ You must be sen-si-ble, broth-er, that what you of-fer me is noth-ing in com-pa-ri-son to the kind-ness you ask.

“ I may choose¹⁰ wheth-er I will com-mu-ni-

¹ sér-vīs. ² Ask the child what are the two different sounds of the combination *ea*. ³ Ask the two different sounds of the combination *ow*. ⁴ fa-vūr. ⁵ pre-zént.

⁶ Ask the sound of the combination *aw*. ⁷ àv à-rīs.

⁸ ūn-reczu-àble. ⁹ pro-po-zàl. ¹⁰ chooze.

cate my se-cret to you or keep the treasure to my-self. But what I have told you is suf-fi-cient¹¹ to let you know my good in-ten-tions towards you.

“I am still wil-ling to o-blige you, and make your for-tune; but here is my proposal, which is by far more just than yours; and it de-pends upon you to ac-cept or re-fuse¹² it.

“You say that you have eighty¹³ camels; I am ready¹⁴ to take you to the place where the treasure lies, and we will load your camels with as much gold and jew-els as they can carry.

¹¹ sūf-fīsh-ént. ¹² refuze. ¹³ See *Lesson XXI. note 4.*

¹⁴ Ask the child what are the two different sounds of the combination *ea*.

LESSON XXIII.

“But then you must let me have forty of them, and you may take the oth-er forty with you; af-ter which we will sep-a-rate, and each¹ go his way.”

I ac-cep-ted the pro-po-sal,² and gath-ered all my camels to-gether. After having trav-el-led some time we came to a val-ley, the en-trance of which was so narrow that two³ camels could not go a-breast.¹

That val-ley was formed by two high moun-tains. When we had reached the mid-dle of it, the der-vish said to me:

¹ Ask the child what are the two different sounds of the combination *ea*. ² Ask the sound of *s* in *proposal*. ³ tō.

“Stop your camels and make them kneel⁴ down, that we may load them the ea-si-er:⁵ the treasure is in this place.”

I did as the der-vish bid me, and then went to him. He had light-ed a fire, into which he cast a per-fume, and pro-nounced⁶ three words, which I did not un-der-stand.

There im-medi-ate-ly a-rose⁷ a thick cloud, which soon sep-ar-a-ted; and then a large rock, which stood in the mid-dle of the plain⁸ be-twixt the two moun-tains, o-pened like two fold-ing doors, and ex-posed⁹ to our view¹⁰ a mag-nif-i-cent pal-ace full of gold and jew-els.

⁴ Remind the child that in words beginning with *kn*, *k* is always silent. ⁵ e-zī-ér.

⁶ pronounst. ⁷ Ask the sound of *s* in *arose*.

⁸ Ask the sound of the combination *ai*, *ay*. ⁹ éx-pozed.

¹⁰ Tell the child that the combination *iew* has the same sound as the combination *ew*.

LESSON XXIV.

We fil-led our sacks, and load-ed our camels with jewels and gold, af-ter which the der-vish re-turned to the treasure and brought¹ from it a small box, which he showed me, and which con-tained on-ly a kind of po-ma-tum.

The der-vish used² the same cer-e-mo-ny to shut the treasure as he had done to open it, and away we went.

I put my-self at the head of the for-ty camels

¹ Ask the sound of the combination *ough*.

² Ask the sound of *s* in *used*.

which I had re-served³ for myself, and the der-vish put himself at the head of the rest.

We trav-el-led to-geth-er until we came to the great road⁴ where we were to part, the der-vish to go to Bas-so-ra, and I to Bag-dad. Hav-ing there em-braced each oth-er, the der-vish went one way and I, an-oth-er.

But I had not gone many yards, be-fore en-vy and in-grat-i-tude invaded my heart.⁵ I be-gan to de-plore the loss of my forty camels, and still more the riches with which they were load-ed;⁴ and I re-solved⁶ to take them back from the der-vish.

For this pur-pose, I first stopped⁷ my own camels, and af-ter-wards ran af-ter the der-vish, call-ing him as loud as I could.

³ re-zérvd.

⁴ Tell the child that the combination *oa* sounds in general like the *o* of *rope*, and that *road*, *load*, are pronounced as if spelt *rode*, *lode*; *oa* sounds, it is true, like *â* in *broad*, and a few other words.

⁵ hárt. ⁶ Ask the sound of *s* in *resolved*. ⁷ stopt.

LESSON XXV.

The dervish, hear-ing¹ my voice, and see-ing me com-ing to him, stopped² his camels and waited for me. When I had come up with him, I said,—

“Broth-er, I had no soon-er par-ted from you,

¹ Ask the child the two different sounds of the combination *ea*. ² See *Lesson XXIV. note 7*.

than a thought came into my head, and I am very anxious³ to com-mu-ni-cate it to you.

“ You are a good der-vish, used to live in peace, and in-tent only upon ser-ving God. You know not what trōuble you have brought upon your-self, by taking charge of so many camels. If you would follow my ad-vice, you would be sat-is-fied with thir-ty; and I assure you that you will find it still trouble-some enough⁴ to man-age⁵ them. Be-lieve⁶ what I tell you, and you will find yourself all the better for it.”

“ I begin to think you are right,” re-plied⁶ the der-vish, who found he was not able to re-fuse⁷ me. “ Choose any ten camels you please and take them.”

I set ten a-part, and put them in the road⁸ to fol-low my others.

I could not have i-mag-ined that the der-vish would have been so easi-ly⁹ per-sua-ded to part with his camels; and this ex-ci-ted my cov-e-tōus-ness still more, and made me be-lieve that it would not be a hard mat-ter to get ten more.

³ ànk-shūs. ⁴ e-nūf. ⁵ măn-idge.

⁶ Tell the child that the combination *ie* has two different sounds : *e*, or *ee*, as in *chief*, *relieve*, which are pronounced as if spelt *chefe*, *releve*, or *cheef*, *releev*; and *i*, like that heard in *idle*, as in *died*, *replied*, which are pronounced as if spelt *dide*, *replide*. Tell him that if the sound *e* is not good in a word, he must try the sound *i*, and he will discover that it is the right one.

⁷ Ask the sound of *s* in *refuse*.

⁸ Ask the sound of the combination *oa*. ⁹ e-zc-lý.

LESSON XXVI.

There-fore, in-stead of thank-ing him for his present,¹ I said to him again: "Brother, the in-ter-est I take in your repose² is so great, that I can-not re-solve to part with you, without de-si-ring you to con-sid-er, once³ more, how dif-fi-cult it is to gov-ern thir-ty loaded,⁴ camels especially⁵ for you who are not used to such work. I ad-vice⁶ you to return me back ten more."

My dis-course had the de-sired ef-fect, and the der-vish, with-out any hes-i-ta-tion, gave me ten more camels.

I was not, how-ev-er, yet sat-is-fied,⁷ and I de-sired him to give me also the other twen-ty he had. He gran-ted them to me with a good grace, say-ing :

"Make a good use of them, and re-mem-ber that God may take a-way riches as well as give them, if we do not as-sist the poor."

Though⁸ I had my forty camels re-turned to me, and was rich-er than any mon-arch upon earth, still I was not satisfied, but said to the der-vish :

"Brother, what will you do with that little box of po-ma-tum? Such a tri-fle is not worth your car-ry-ing away. I there-fore desire you

¹ préz-ént. ² Ask the sound of *s* in *repose*.

³ wūnse.

⁴ Ask the sound of the combination *oa*. ⁵ spésh-àl-lŷ.

⁶ Ask the sound of *s* in *advise*. ⁷ Ask the two different sounds of the combination *ie*. ⁸ tho.

will make me a present of it ; for what occasion has a der-vish for pomatum, who has renounced⁹ the van-i-ties of the world ?”

⁹ renounst.

LESSON XXVII.

The der-vish, who saw that I was de-ter-mined to have it, no matter by what means,¹ and that I was strong-er than he, readily gave it to me.

When I had the box in my hand, I opened it, and look-ing at the pomatum, said to the dervish, “ You will not, I am sure, refuse to tell me the par-tic-u-lar use of this pomatum.”

“ The use of it is very sur-pris-ing² and wonder-ful,” re-plied the dervish. “ If you ap-ply a little of this pomatum round your left eye,³ and upon the lid, you will see all the treasures contained in the bosom⁴ of the earth ; but, if you ap-ply it to your right eye, it will make you blind.”

“ Take the box,” said I to him, “ and apply some of this pomatum to my left eye : you un-der-stand how to do it bet-ter than I ; for I long to make a trial of a thing which seems so in-cred-i-ble.”

I ac-cor-ding-ly shut my left eye, and the dervish ap-plied⁵ the pomatum.

When he had done so, I opened my eye, and saw⁶ all the treasures in the earth.

¹ Ask the two different sounds of the combination *ea*.

² Ask the sound of *s* in *surprising*. ³ *I*. ⁴ bö-zūm.

⁵ Ask the two different sounds of the combination *ie*.

⁶ Ask the sound of the combination *aw*.

But as I was o-bliged, all the while, to keep my right eye shut with my hand, a thing that tired me, I de-sired the der-vish to apply some of the pomatum to that eye also.

LESSON XXVIII.

“I am ready to do it,” said he, “but you know I have already told you that it will make you blind.”

As I sus-pec-ted, on the con-tra-ry, that it would give me the pos-ses-sion¹ of all the riches I had seen, I pos-i-tive-ly² in-sis-ted upon his do-ing it.

“I will then sat-is-fy you,” he said; and he applied a little pomatum to my right eye, which I kept shut: but, alas! when I came to open both my eyes, I could see nothing; I was quite blind.

“Oh!” good dervish,” said I to him, “res-tore me my sight.”

“Mis-er-a-ble³ wretch!”⁴ he replied, “you have been right-ly served; you are a des-pi-ca-ble mi-ser, and de-serve⁵ no pit-y.” And he went away with all my camels.

¹ *poz-zésh-ŭn.* ² Ask the sound of *s* in *positively*.

³ Ask the sound of *s* in *miserable*.

⁴ Tell the child that in words beginning with *wr*, *w* is always silent, and that *wretch*, *wrapt*, *wrong*, are pronounced as if spelt *rétch*, *ràpt*, *rong*.

⁵ Ask the sound of *s* in *miser* and in *deserve*.

LESSON XXIX.

Recapitulation.

Francis. What do you think of the miser, or blind man?

James. I think he was a miserable wretch, who was rightly served, and deserved no pity.

F. What did he do to increase his riches? for you know he liked money above every thing.

J. He purchased eighty camels, with which he undertook to carry merchandize to Bassora.

F. What happened to him, one day, as he was returning from that city with his camels unloaded?

J. Having met with good pasturage on his road, he made a halt, and while he was resting, a dervish came to him. They talked at first of a great many indifferent things, and then the dervish told him that he knew of so great a treasure that a thousand camels could not carry half of it away.

F. What did the merchant do?

J. Charmed with this good news, which surprised him very much, he embraced the dervish, and said to him, "I know you do not value the riches of this world; show me where this treasure

lies, and, in return for your kindness, I will present you with one of my camels loaded with gold."

F. Was not his proposal very unreasonable?

J. It was indeed. But though the dervish saw the merchant's avarice, he replied to him: "I may, if I choose, refuse to show you the place where the treasure lies; but I am ready to make your fortune, on condition that I shall have forty of your camels."

F. Did the miser refuse that proposal?

J. By no means. He gathered up all his camels, and they went into a valley, the entrance of which was so narrow that two camels could not go abreast.

Having arrived at the place, the merchant made his camels kneel down, in order that they might load them the easier.

The dervish lighted a fire, pronounced a few words, and the earth opened, and exposed to their view large heaps of gold and jewels.

They loaded their camels, embraced each other, and separated.

F. What did the merchant do after they had parted?

J. As he was a miser, and had of course a very bad heart, he resolved to take back his forty camels from the dervish.

For that purpose he stopped his own camels, and running after the dervish, said to him, "You are not used to manage camels; I advise you to

give them back to me." His discourse had the desired effect; and, not yet satisfied, he asked the dervish for a little box which he had in his bosom; and you know how, by means of this box, the miser became blind,—a just punishment for his wicked ingratitude.

CHAPTER III.

LESSON XXX.

WHAT is that thing which takes the colour¹ of them who look upon it, which men cannot do without, and which of itself has neither² body nor colour?—It is water.

What is the thing which has neither door nor foundation, and which is filled with yellow and white?—It is an egg.

In a certain garden there is a tree: this tree bears twelve branches; upon each branch there are thirty leaves, and upon each leaf four¹ fruits,³ three of which are in the sun, and one⁴ in the shade.

This tree represents the year: the twelve branches are the months; the thirty leaves are the days; the four fruits are the four meals, of which three are made by day and one by night.

¹ Tell the child that the combination *ou* has five different sounds: the first as in *out*, *pound*, *our*; the second, in the combination *ought*, sounds like *á*, as in *bought*, *thought*, which are pronounced *lât*, *thât*; the third sounds like *ü*, or *oo*, as in *you*, *youth*, which are pronounced as if spelt *ÿoo*, *ÿooth*; the fourth sounds like *ũ*, as in *favour*, *industrious*, *young*, *colour*, which are pronounced as if spelt, *favũr*, *in-dus-tri-ũs*, *ÿũng*, *col-ũr*; and the fifth like *o*, as in *though*, *court*, *discourse*, which are pronounced as if spelt *tho*, *cort*, *discorse*.

² ne-thér. ³ froots. ⁴ wũn.

What creature is that which is com-posed of seven dif-fer-ent animals, and in-hab-its des-o-late places?

It is the grass-hop-per, which is com-posed of seven animals; for it has the head of a horse, the neck of an ox, the wings of an eagle, the feet of a camel, the tail of a ser-pent, the horns of a stag, and the body of a scor-pi-on.

What thing is that whose⁵ covering is armed⁶ with darts, which wears⁷ a black vest, a yel-low⁸ shirt, whose moth-er lives more than a hun-dred years, and which is liked⁶ by all children?—It is a ches-nut.

What is sweeter than hon-ey?—The love of a mother for her child.

⁵ hooz.

⁶ Tell the child that there are many words ending in *ed* in which the *e* is silent, as in *armed*, *pulled*, *returned*, which are pronounced as if spelt *àrmd*, *pülld*, *re-tūrnd*. That there are other words ending also in *ed*, in which not only the *e* is silent, but the *d* sounds like *t*, as in *con-vinced*, *passed*, *looked*, *asked*, which are pronounced as if spelt *con-vĩnst*, *pàst*, *lookt*, *àskt*.

⁷ Ask the two different sounds of the combination *ea*.

⁸ Ask the two different sounds of the combination *ow*.

CHAPTER IV.

LESSON XXXI.

The Fig Woman.

AN old woman who sold figs brought one day, be-fore the ca-di of Erze-rüm, a young¹ man all trem-bling, who seemed not a-bove six-teen, and was ex-treme-ly beau-ti-ful.²

“Sir,” said she to the ma-gis-trate, “I de-mand jus-tice of you a-gainst this young ras-cal; and judge if I have not a suf-fi-cient reason³ to com-plain of him.

“This mor-ning he came to me to know how much I would take for as many figs as he could eat during the day. I be-gan to make my calcu-lation. Perhaps, said I to my-self, he may be able to eat a hun-dred, or a hundred and fif-ty at most.

“Well, my pretty youth,”¹ said I, “you shall give me five shil-lings. We struck the bar-gain, and he be-gan, and swal-lowed fifty.

“I trem-bled to see him a-gain; but about two hours af-ter he came again, and ate up a hundred of the finest I had.

¹ Ask the five different sounds of the combination *ou*.

² bu-tĩ-fül. ³ reezn.

“This made me al-most mad; but think-ing it would be his last time, I was sit-ting qui-et-ly in my shop, when he came a third time, and swal-lowed all I had in my bas-ket, or-der-ing me to get him more, be-cause⁴ he would return in half an hour.

⁴ Ask the sound of the combination *au*.

LESSON XXXII.

“I was so a-mazed that I could make him no an-swer, and had hard-ly re-cov-ered from my sur-prise, when, behold! my gentle-man comes again, and in-sists pos-i-tive-ly that I shall sup-ply him with more figs.”

The judge could hardly for-bear laugh-ing¹ at the old woman's sto-ry. “Why would you,” said he to the young man, “cheat this good woman? Is it not e-nough² that you have emp-tied³ the whole basket, without de-si-ring her to pro-vide you with more? There is no justice in this con-duct of yours.”

The young man made no an-swer, but stood mute like a crim-i-nal going to pun-ish-ment. On which the ca-di as-sumed a more lof-ty tone.

“I see,” said he, “by your not making any

¹ láf-ĭng. ² e-nūf.

³ Ask the two different sounds of the combination *ie*.

re-ply, that you are one of those vag-a-bonds who go about swin-dling and dis-turb-ing the publick peace.⁴

“In order to teach you to live more *honest-ly* for the fu-ture, I will have you flogged im-me-di-ate-ly.”

“Ah! Sir,” cried the young man, on hearing this sen-tence, “I am not what you take me for. Sus-pend, I beseech you, the ex-e-cu-tion of your orders, and grant me the fa-vour⁵ of speak-ing with you in pri-vate, and I am per-sua-ded you will re-voke this se-vere sen-tence.”

⁴ Ask the two different sounds of the combination *ea*.

⁵ Ask the five different sounds of the combination *ou*.

LESSON XXXIII.

The *cadi*, who only in-ten-ded to frighten the youth, took him into his closet,¹ and was in the ut-most sur-prise to find in man's clothes² one of the most beau-ti-ful young la-dies in all Erze-rum, and whose father was a viz-ier.

“Sir,” said she to the *cadi*, “I am right-ly served³ for my cu-ri-os-i-ty. I have two broth-ers, who are twins, ex-act-ly like one another,

¹ clozīt. ² cloze.

³ Ask the child what are the three different sounds of *ed* when it ends a word.

and people tell me that I have all their features. Now, one of them, for a little pas-time, and to tease this old woman, made a bargain, as she told you, and by re-liev-ing¹ each other in eat-ing the figs, they emp-tied the basket.

“I too had a mind to see the farce, and therefore de-sired one of my brothers to lend me his clothes, which he did. And I, coming to the fig-woman, who took me for him, teased her so long, and carried the jest so far, that she raised a mob, and has brought me, Sir, before you.

“I hope, therefore, that you will not now make me un-der-go the pun-ish-ment you have threatened me with ; and I must en-treat² you to let me go home as soon as pos-sible, lest my absence should be known to my fam-i-ly.

Fair young lady, said the cadì to her, I will not be so se-vere upon you ; but take care another time not to be so cu-rious : and he sent her back to her friends.³

¹ Ask the two different sounds of the combinations *ie*.

² Ask which are the two sounds of the combinations *ea*.

³ frènds.

LESSON XXXIV.

Recapitulation.

Francis. What is the thing which has neither body nor colour?

James. It is water.

F. What is the thing which is filled with yellow and white?

J. It is an egg.

F. What is the thing which is represented by a certain tree, which bears thirty leaves on each branch, and four fruits on each leaf?

J. The year.

F. What is that whose covering is armed with darts, and which wears a yellow shirt?

J. A chesnut.

F. Let us talk of the fig-woman, and the pretty youth, the beautiful young man who happened to be a very handsome young lady in man's clothes.

J. The judge could hardly forbear laughing at that curious story: however, he said gravely, Why would you cheat this good woman; is it not enough that you have emptied her basket? To teach you to live more honestly for the future, I will have you well flogged.

The poor girl, hearing the judge's sentence, was very much frightened. But having obtained the favour of speaking to him in his closet, he sent her back to her friends.

F. I should have been pleased to have seen the two young rogues, who, by relieving each other in eating the figs, teased the old woman so much.

J. They ought to have paid double, and the good woman herself would have laughed at the joke.

CHAPTER V.

LESSON XXXV.

The Story of Hassan Al-hab-al.

SIR, in order that you may the better understand by what means I arrived at the happiness I now enjoy, I must first speak to you of two intimate friends,¹ citizens of Bagdad, now alive, to whom, after God, the author of all good, I owe my prosperity.

These two friends are called, the one Saadi and the other Saad. Saadi, who is very rich, has always been of opinion that no man can be happy in this world without great riches, and that riches are the fruit² of wisdom.

Saad is of another opinion: he agrees that something is necessary to live upon; but maintains that there is no happiness without virtue, and that a fool who is mean and selfish will grow³ richer than a very wise man who has a good heart.⁴

One day as they were conversing upon this subject, Saadi said: "men are only poor because they are idle and vicious."⁵ "I do not think so," replied Saad, "for I know many people

¹ frénds. ² froot.

³ Ask the sound of the combination *ow*.

⁴ hárt. ⁵ *vîsh-ûs*.

who are good, sober, and industrious,⁶ and who, notwithstanding their good qualities, are very poor.”

⁶ Ask what are the five different sounds of the combination *ou*.

LESSON XXXVI.

“How can you account for that?” asked Saadi.

“I can easily account for it,” Saad replied, “since there are a great many good and clever people who cannot get work.”

“But,” returned Saadi, “you will agree with me that, if an industrious man had a little sum of money to begin business¹ with, or to improve his condition, he would be sure to succeed.”

“I grant,” replied Saad, “that in many cases a little sum of money would prevent the ruin² of a man, and enable him to succeed; but I am of opinion that the wealth of those who have grown very rich is due rather to chance than to their industry.”

While thus conversing, they happened to pass through the street where I was at work in my stall. They came to me, saluted me, and Saadi asked me my name.

I returned their salute, and answered Saadi's question as follows :

¹ *biznés*. ² *rooin*.

“Sir, my name is Hassan, but on account of my being by trade a ropemaker, I am commonly known by the name of Hassan Al-habal.”

LESSON XXXVII.

“Well, Hassan!” said Saadi, “how long have you been a ropemaker?” “Thirty years,” I replied. “As,” observed Saadi, “a man may live well by his trade, I suppose that by this time you have saved a great deal¹ of money.”

“I have not,” I replied, “saved a single penny; and I think myself very lucky when I can get bread¹ for my wife and children.”

“But,” said Saadi, “were I to make you a present² of two hundred pounds, would you not make a good use of it? and do you not believe³ that with such a sum you could soon become rich?” “Sir,” I answered, “without presuming too much on myself, I dare say that a much less sum would be enough⁴ to help me to become rich.”

The generous⁵ Saadi pulled a purse out of his pocket, and putting it into my hands, said :

¹ Ask which are the two sounds of the combination *ea*.

² *prés-ént*.

³ Ask which are the two sounds of the combination *ie*.

⁴ *e-nūf*.

⁵ Ask the five different sounds of the combination *ou*.

“Here are two hundred pounds for you; I hope they will prove the beginning of your fortune.” And he and his friend pursued their walk.

My joy was so great that I could not find words to express my gratitude to my benefactor. I tried to resume my work, but could think of nothing but my money.

LESSON XXXVIII.

Having no box at home in which I could lock my money up, I thought of hiding it in the folds of my turban.

For that purpose I went home. I laid aside ten pounds for present wants, and, without being seen by my wife and children, I wrapped¹ the other pieces in the folds of my turban.

As my family had not eaten meat² for a long while, I went to the market and bought³ something for supper.

As I was carrying the meat in my hand, a famished kite flew⁴ upon it, and would have taken it away, had I not held it very fast.

¹ Remind the child that in words beginning with *w*, *w* is silent.

² Ask which are the two sounds of the combination *ea*.

³ Ask the sound of the combination *ought*.

⁴ Ask the sound of the combinations *ew* and *iew*.

But from a sudden effort which I made, my turban fell off, and rolled upon the ground. The kite immediately let go the meat, and pouncing upon my poor turban, seized and flew away with it, thus robbing me of my newly acquired wealth.

I uttered such loud cries, that I almost frightened all the men, women,⁵ and children in the neighbourhood;⁶ they joined their shouts and cries to mine, to make the kite quit its prey. But, alas! we soon lost sight of the hungry bird.

⁵ wīm-in.

⁶ na-būr-hood.

LESSON XXXIX.

I returned home very melancholy at the loss of my turban and money, and was obliged to buy a new turban, which diminished the sum I had taken for immediate wants. My family and I lived a little better for a short time with the remainder of the ten pounds, after which we again fell into our former state of poverty.

I did not, however, repine. "God," I said, "was pleased to give me riches when I the least expected them, and he has also taken them away: His will be done!"

About six months after this misfortune, Saad said to Saadi: "Let us call on Hassan, and see

what use he has made of the two hundred sovereigns¹ you gave him."

"With all my heart,"² replied Saadi; "and I am confident we shall find a great change in his appearance and fortune; we shall hardly know³ him again."

The two friends⁴ having turned the corner of the street in which I lived, and Saad perceiving me at a distance, said to Saadi:

"I see Hassan, but can discern⁵ no change in his person; for he is as ill-dressed⁶ as he was when we saw him before. His turban, I think, looks a little better; that is all the difference I can perceive.

¹ sūv-ér-ýns.

² hárt. Tell the child that this word is an exception to the rule established in *note* ¹, *Lesson XXI*.

³ Tell the child to give the two sounds of the combination *ow*.

⁴ frénds. Tell the child that this word is an exception to the rule established in *note* ⁶ *Lesson XXV*.

⁵ díz-érn. ⁶ See *note* ⁶, *Lesson XXX*.

LESSON XL.

With regard to Saadi, he was so amazed¹ at seeing so little alteration in my person, that he could hardly speak when he came up to me.

¹ See *note* ⁶, *Lesson XXX*.

“Well, Hassan,” said Saad, “have you been very successful?” “Alas ! gentlemen,” I replied, “I am sorry to say that I have not.” And I related my extraordinary adventure with the kite.

Saadi would not at first believe² me ; but Saad took my part, and Saadi, being at last convinced of the truth of my misfortune, pulled out his purse, made me another present of two hundred sovereigns, which he recommended me to put in a safer place, and then went away with his friend.

As soon as they were gone I left off my work and went home, but finding neither my wife nor children within, I pulled out my money.

I put ten pieces by, wrapped the remainder in a handkerchief and hid it in a great earthen pot full of bran, which stood in a corner. Having thus put my money³ in a place where I imagined that neither my wife nor my children would look, I returned to my stall.

² Ask the sound of the combination *ie*.

³ Ask the two different sounds of the combination *ey*.

LESSON XLI.

My wife came home soon after I had gone to work, and a sandman passing in our street, crying, "Sand, any sand," she called him.

The sandman having come to her, she said, "I want some sand, but as I have no money, I will give you, if you like, some bran in exchange."

The sandman asked¹ to see the bran. My wife showed² him the pot. The bargain was soon struck, and the sandman took the pot and bran along with him.

I came home to dinner soon after. Having sat down, I looked¹ at the place where the pot of bran usually stood, and was very much surprised at not seeing it.

I hastily asked my wife what was become of it. She told me the bargain she had made with the sandman, which she thought a very good one.

"Ah! unhappy woman," I exclaimed, "you do not know the injury you have done me, yourself, and our children. You thought only of selling the bran; but with it you have given away a hundred and ninety sovereigns

¹ See *Lesson XXX. note 6.*

² shode.

which Saadi and his friend again made me a present of, this morning, and which I placed at the bottom of the pot.”

LESSON XLII.

As my wife had never before seen that sand-man, and had no hope of seeing him again, she became like one stark mad, when she knew the evil she had brought upon us through¹ ignorance.

I did all I could to moderate her grief, and to prevail on her to bear our loss patiently.

After a very, very long period had elapsed, the two friends came to see me again, in order to ascertain how far I had improved my circumstances and grown rich.

I was terribly concerned when I perceived them at a distance, and had almost a mind to hide myself. I however went on with my work, as if I did not see them, and did not lift up my eyes till they were just by me, and had saluted me. I related to them my last misfortune, and told them that I was as poor as ever.

Then Saad, picking up a bit of lead which he saw in a corner of the street, gave it to me, saying: “Take this bit of lead; it may by chance prove the origin of your fortune.”

¹ Ask the child what are the five different sounds of the combination *ou*.

LESSON XLIII.

Saadi burst out laughing¹ at Saad; but the latter said: "I am well aware that all rich men pretend that their wealth is owing to their superior abilities and conduct; but as I know a great many fools who have acquired immense riches, I am compelled to think that most people owe their fortune and success to blind chance, and not to their merit.

"I should not therefore wonder," continued he, "to hear one day that Hassan, without growing wiser, or more industrious, has become one of the richest men in Bagdad."

So saying, Saad took Saadi's arm, and they left me. I put the bit of lead into my pocket.

On the following night, it happened that a fisherman, a neighbour² of ours, who was mending his nets, was in want of a bit of lead. As it was too late to buy any, he said to his wife, "Go, my dear, to our neighbours, and ask if any of them can give me a bit of lead."

The wife went from door to door on both sides of the street, but could not get any.

¹ láf-ing.

² Ask the child what are the five different sounds of the combination *ou*.

LESSON XLIV.

The fisherman seemed much concerned,¹ and scratching his head, asked her if she had been to Hassan Alhabal's. "No, indeed," his wife replied; "it is too far off, and I should have had the trouble for nothing, for they never have any thing when one wants it."

"No matter for that," said the fisherman, "you must go there; for though you have called on them a hundred times before to no purpose, you may now, perhaps, get what we want."

The wife, grumbling all the way, came and knocked at my door, and waked me out of a sound sleep.

I asked her what she wanted. "Hassan," said she, as loud as she could bawl, "my husband wants a bit of lead to mend his nets with; and if you have such a thing, we should be very much obliged to you for it."

I immediately recollected the bit which Saad had given me, and told my neighbour that if she would stay a moment my wife would give her what she wanted.

"My dear," said I to my wife, "get up, take a bit of lead which you will find in my pocket, and give it to this good woman."

¹ Ask the child what are the three different sounds of *ed* ending a word.

The fisherman's wife received that bit of lead with the greatest demonstration of joy, and promised my wife, that in return for our kindness we should have the first cast of the nets.

LESSON XLV.

The fisherman was so much rejoiced to see the lead which he little expected to get, that he confirmed the promise his wife had made. He mended his nets, and next morning went to fish.

At the first throw he caught but one fish, about a yard long, and thick in proportion. He afterwards had many successful casts; but of all the fish he took, the first was the largest.

When the fisherman had done fishing, he went home, and immediately after came to me with a large fish in his hand. "Neighbour," said he, "my wife promised yours, last night, whatever fish I should catch at my first throw. It has pleased God to send me no more than this one, which, for the kindness you did us, I desire you to accept: it is but a trifling present, as all my other casts were very successful."

"Neighbour," I replied, "the bit of lead which I gave you was a mere trifle, and ought not to be valued at so high¹ a rate. Neigh-

¹ Tell the child that the combination *igh* has the sound of *i* heard in *idle*.

bours should assist each other with what they have. I should have expected the same kindness from you had I stood in such a need. I will not refuse your present, as I am persuaded you give it freely; and I return you my most hearty² thanks."

After these compliments I took the fish, and carried it home to my wife. "Here," said I, "take this fish which the fisherman has made me a present of, for the little bit of lead we gave his wife last night.

"I believe it is all that we can expect from the present Saad made me yesterday." I then told my wife what had taken place between my two friends and me.

² Tell the child that the pronunciation of this word is an exception to the rule laid down in *Lesson XXI*.

LESSON XLVI.

My wife was very much startled at seeing so large a fish. "What would you have me do with it?" said she; "our gridiron is only fit to broil small fish; and we have not a pot big enough to boil it."

"That is your business," I answered; "dress it as you please; I shall like it either way." So saying I returned to my work.

In cutting the fish my wife found a large diamond, which, when she had washed it, she

took for a bit of glass. She had indeed heard of diamonds before, but had never seen one. She gave it to the children for a plaything.

At night, when the lamp was lighted, and the children were still playing with the diamond, they perceived that it gave light, when my wife, who was dressing our supper, stood between them and the lamp; upon which they snatched it from one another to look at it.

But as children always squabble, my wife and I took no notice of them at first; for the great ones who came to sup with us gave the diamond to the youngest, and all was quiet.

After supper, when the children came together again, they began to make the same noise, and I called to the eldest to know what was the matter.

He told me it was a bit of glass which gave light when his back was to the lamp. I bade him bring me the bit of glass, and trying the experiment myself, it appeared to me so extraordinary that I asked my wife where she got it. She told me she had found it in gutting the fish.

I resolved to make a further trial of its virtues; and having desired my wife to put the lamp inside the chimney, I found that the supposed glass gave so great a light that we could see to go to bed without the lamp. This I extinguished, and placed the bit of glass upon the chimney to light us instead. "Look," said I;

“this is another advantage that my friend Saad’s piece of lead procures us; it will save us the expense of oil.”

LESSON XLVII.

When the children saw that the lamp was out, and the bit of glass supplied its place, they shouted, and made such a noise, that it was enough to alarm the whole neighbourhood. The next morning, without thinking any more of the glass, I went to my work as usual.

I was hardly gone, when the wife of a very rich Jew, a jeweller, and our next door neighbour, came to mine to complain of having been disturbed out of her first sleep.

“Good Rebecca,” said my wife, “I am very sorry for what has happened, and I hope you will excuse it. You are aware it was the children, and they, you know, will laugh and cry for any thing. I will show you what was the occasion of all the noise.” Saying so my wife showed her the diamond, and told her how she happened to have it.

The jeweller’s wife, who knew every kind of jewel, examined the diamond, and returning it to my wife, said: “I believe it is a bit of glass; but as it is more beautiful than common glass, and I have just such another piece at home, I will buy it if you will sell it.”

The children, on hearing this, wept, and begged of their mother not to part with their plaything; and to quiet them she promised she would not.

Mrs. Rebecca, being thus thwarted in her bargain by my children, went away, whispering to my wife that she should be glad to have it. She ran to her husband, who was at the bazaar, and told him of the discovery she had made. The Jew sent back his wife to mine to treat. Mrs. Rebecca accordingly came to my wife, and offered her twenty sovereigns for the pretended bit of glass.

My wife, finding the sum so considerable, would not make any bargain, but told her she could not part with it till she had spoken to me.

They were still talking at the door when I came home to dinner, and my wife informed me that her neighbour offered her twenty sovereigns for the piece of glass she had found in the fish, and asked me if I would sell it. I returned no answer, thinking of the fortune Saad had promised me.

The Jewess, fancying that the low price she had offered was the reason I made no reply, said, "I will give you fifty, neighbour, if that will do." I told her that I expected a great deal more. "Well, neighbour," said she, "I will give you a hundred," "That will not do," I replied.

She looked again at the piece of glass, and said, "I will give you five hundred, but am very much afraid my husband will be very angry with me for offering so much."

LESSON XLVIII.

This new offer gave me some notion of the value of my diamond, and I told her I would have a hundred thousand sovereigns.

She confirmed me in my resolution by being so eager, and by coming up to fifty thousand, which I refused. "I can offer you no more," she said, "without my husband's consent; he will be at home at night, and I beg the favour of you not to dispose of it before he has seen you." This I promised.

At night the Jew came to me. "Neighbour Hassan," said he, "I desire you would show me the diamond your wife showed to mine." I gave it to him. As it was pretty dark, and my lamp was not lighted, he presently knew by the light the diamond cast, and by the lustre it had, that his wife had made him a true report. He looked at it, and admired it a long time.

"Well, neighbour," said he, "my wife offered you fifty thousand sovereigns: come, I will give you twenty thousand more."

"Neighbour," said I, "your wife can tell you that I value my diamond at a hundred thousand, and I will not take a farthing less." He haggled

a long time with me, in hopes that I would make some abatement ; but finding me determined, he came up to my price.

Having sold my diamond, I found myself very rich. I bought a good house, where I live, very happy, with my family, and I agree with my friend Saad that great riches are owing more to chance than to wisdom and industry, and that we deserve them only in proportion as we make a good use of them, and relieve the poor.

THE END.

LONDON :
PRINTED BY SAMUEL BENTLEY,
Dorset Street, Fleet Street.





UC SOUTHERN REGIONAL LIBRARY FACILITY



B 000 002 232 7

6

